
Industry Skills Forecast and Proposed Schedule of Work

Business Services

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of Work*

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Across the vocational education and training sector there are over 4,000 training providers educating approximately 4.2 million students, delivering 3.7 million program enrolments across 30.1 million subject enrolments. The responsibility to ensure students learn work-ready skills that meet industry needs cannot be understated. This gives learners the chance to make an impact when they enter the workforce and upskill or reskill throughout their working lives; the vocational education and training sector is key to ensuring that Australia remains at the forefront of global competitiveness and supports continued economic prosperity.

The role of the Business Services Industry Reference Committee, supported by PwC's Skills for Australia, is to put employers in this sector at the heart of Australia's qualifications and training system. The Business Services Industry Reference Committee, governed by the Australian Industry and Skills Committee, sets the standard for recognised skills and seeks to realise the value of the national system.

The 2018 Industry Skills Forecast and Proposed Schedule of Work details the training product priorities for the Industry Reference Committee through to June 2022. These priorities are developed in response to the identified skills and knowledge needs in the workforce, which are translated into the learning requirements set out in training products. The insights and recommendations within this document are based on analysis of historical and the most current data made available, extensive industry consultation, input from IRC members, broader stakeholder engagement activities, and public feedback. Underpinning this approach is a focus on the future of skills needs in the context of Australia's economic and workforce trends, considering how disruptive forces are likely to change employers' needs and demands.

Accessing vocational education and training and increasing recognition of skills should be a process that is both simple and effective. The Business Services Industry Reference Committee and PwC's Skills for Australia will continue to strive to enhance training packages to meet the needs of industry and better skill our workforce.

Yours sincerely,



Sara Caplan
CEO
PwC's Skills for Australia



Judy Brooker
Chair
Business Services IRC

Executive summary



The Business Services sector is not aligned to a specific industry or profession, rather it represents a collection of Skill Sectors¹ that sit right across the economy. Individuals in the Business Services sector may work across all industries and each of the public, private, and social sectors. Some 1.5 million individuals are employed in Business Services job roles, illustrating the importance of this sector to the Australian economy. The job roles that make up the sector are broad and diverse. Roles are primarily concerned with the management and operations functions of organisations of all sizes.

The Business Services sector is evolving in response to broad, economy-wide trends. Stakeholder feedback, combined with research and analysis, indicates that the following trends are shaping current and future skills needs in the sector.

- **Digital and technological change**

Digital and technological change is impacting every industry in some manner – and is particularly relevant to the Business Services sector. Research and consultation indicates that these changes will impact sector participants in two main ways: many job roles (or elements of job roles) will be subject to **automation**, presenting both a threat and an opportunity for workers; and **globalisation** is creating opportunities for innovation and collaboration that have not previously been possible.

- **New ways of working**

The way in which individuals participate in the economy is changing fundamentally. Research and consultation has identified three key ways in which new ways of working will impact skills needs in the Business Services sector: **remote teaming** will require individuals to have greater communication and organisational skills; the increasing casualisation of the Australian workforce and increasing number of individuals participating in the **'gig economy'** will require greater entrepreneurial (and associated) skills; and finally, **changing workforce demographics** are altering the way in which individuals interact and work together, calling for greater emotional intelligence and behavioural communication skills.

The following Key Drivers for Change are being heard from employers in relation to the Business Services Training Package:

1. **Digital and technological change has caused a shift in job roles which has led to a lack of alignment with the composition of existing qualifications in the Training Package;**
2. **Structure of existing training does not meet industry desire for flexibility and agility;**
3. **Increasing need for skills that are transferable across Business Services job roles; and**
4. **Current training does not contain pathways for further learning as required for current and future job roles.**

In response to these Key Drivers for Change, the Business Services Industry Reference Committee has proposed a review of the Training Package. The parameters of the review will include an assessment of the structure and content of the Business Services Training Package to ensure that learners are appropriately prepared for job roles and workplaces of the future. This Report provides the basis for the review of the Training Package, and specifically the need for training to accurately reflect current and future Business Services job roles.

¹ In this Report, 'Skill Sector' is used to refer to collections of job roles in the Business Services sector that require similar skills. In some instances a Skill Sector may align to an established industry (e.g. Marketing), whereas in other instances it may not (e.g. Leadership and Management). For further detail on the Skill Sectors that make up the Business Services sector, refer to Section 1.2 of this Report.

This Report comprises four sections:

1. **Sector Overview** – This section outlines the parameters of the Business Services sector, including where individuals in the sector are employed, the activities undertaken, and the challenges and opportunities faced by learners and workers.
2. **Employment and Skills Outlook** – Current and future employment projections in the Business Services sector (and factors that may influence the supply of graduates to fill these positions) are discussed to understand future supply and demand within the sector. The skills needs and job roles of these learners and workers are considered through the lens of trends affecting the sector as a whole. This assessment is central to informing an understanding of future job roles and necessary skills needs within the sector more broadly, as well as the specific elements that may need inclusion in the Training Package.
3. **Key Drivers for Change and Proposed Responses** – This section serves as the Case for Change for the Business Enterprise Skills Project scheduled in 2018-19. It examines the factors driving change in the Business Services sector, namely those outlined above. These factors are changing the current and future Business Services job roles and the Business Services Training Package must be updated to reflect skill and capability requirements.
4. **Proposed Schedule of Work** – The trends and drivers impacting the Business Services sector workforce necessitate modifications to the Business Services Training Package. Drawing on the above analysis of trends and skills needs, the Proposed Schedule of Work articulates the training product development priorities within the Training Package. The purpose of the Proposed Schedule of Work is to ensure that learners are appropriately skilled to enter a sector affected by the above trends. A summary of Proposed Schedule of Work for 2018-19 is presented in Table 1 below.

Table 1: 2018-19 Summary of Proposed Schedule of Work

Year	Project code	Project name	Status	Number of Native UoCs
2018-19	3a	Update non-technical Business Services qualifications, skill sets, and units of competency, with a view to streamline duplicative and superfluous training products, and strengthen the presence of transferable enterprise skills in the Training Package (Business Enterprise Skills)	IRC commissioned development of a Case for Change	312
Total UoCs planned to be updated in years 1 and 2				312

The Business Services Industry Reference Committee has endorsed one 2018-19 project to be submitted to the Australian Industry and Skills Committee. The rationale for this project, as well as the principles used for prioritisation and scheduling are included with the full Proposed Schedule of Work in **Section 4 of this Report**. For more information on PwC's Skills for Australia and the Business Services Industry Reference Committee, see **Appendix A**.



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1 Sector overview

The sector at a glance

The Business Services sector is made up of individuals that are employed in a broad variety of job roles. These roles carry out the important functions of management and operation of organisations. The Business Services sector is large and complex, in that it sits across all industries. Individuals employed in the Business Services sector are employed in organisations of all sizes, and in each of the public, private, and social sectors. There is no unifying employer type and all operate very differently. As such, the skills needs of the sector are broad and diverse.

There are 1.5 million individuals employed in Business Services job roles. This represents a high proportion (13 percent) of Australian jobs.² The three industries that employ the largest proportion of Business Services graduates are: Health Care and Social Assistance, Public Administration and Safety, and Professional, Scientific and Technical Services.³

The Business Services sector referred to in this Report is broadly defined as the workforce served by the Business Services Training Package, considered in the context of the sector description above. Refer to **Appendix B** for a list of qualifications in the Business Services Training Package, including current enrolment data.

Skill Sector descriptions

To better understand the complexity of the Business Services sector, it is worthwhile examining trends and job roles at a Skill Sector level. Figure 1 demonstrates the component Skill Sectors that make up the Business Services Training Package. See **Appendix B** for a more detailed mapping of qualifications by Skill Sector, and enrolment data.

Figure 1: Composition of Business Services Training Package

Industry	Business Services			
Skill Sectors	 ATSI Governance	 Compliance and Risk Management	 Work Health and Safety	 Procurement
	 Legal Services	 Human Resources	 Business Management	 Project Management
	 Marketing	 Information Management	 Leadership Management	 Business Operations

Source: PwC's Skills for Australia analysis

² Based on the mapping of qualifications in business services Training Package to ANZSCO. November 2017 Employment levels ABS 6202.0 – *Labour Force, Australia*

³ Student Outcomes Survey, National Centre for Vocational Education Research (2017)

Aboriginal and Torres Strait Islander Governance

Aboriginal and Torres Strait Islander people, whilst diverse, continue to share many common cultural values and traditions to organise themselves, connect with each other, and collectively achieve the things that are important to them—that is, self-governance.⁴ This has led to an increase in registered Indigenous Corporations, which has, in turn, created a growing Skill Sector to service the management and governance of these entities.

ATSI Governance is becoming increasingly important in ‘case-by-case’ governance arrangements. There are a number of refined skills and cultural considerations that apply to Indigenous Corporations that are layered upon an application of traditional governance frameworks and methodologies.

In light of the nationwide push towards reconciliation between Aboriginal and Torres Strait Islander peoples and the wider Australian community, industry anticipates a further increase in the number of Indigenous Corporations. This will create a skills need and promote further engagement with existing vocational education and training.

Compliance and Risk Management

The rapidly changing Australian business environment has brought about new approaches to managing risk. In response to automation and digital disruption, businesses are required to approach managing business governance, risk, and compliance in new and innovative ways.⁵ Compliance, for example, can be significantly streamlined through the implementation of automated processes. Many businesses are choosing to take a proactive approach to risk as, in many cases, there is a commercial incentive to do so.

Practitioners that are able to integrate risk management with business processes and strategy, whilst keeping technology and data analytics at the forefront of their operations to monitor risks, are seen to be at an advantage by industry.⁶ Risk and compliance are becoming increasingly complex given evolving regulatory requirements, and a demand for transparency to demonstrate solid corporate governance.⁷ There is strong demand for practitioners who are able to be flexible, digitally literate, and able to interpret and apply regulatory requirements in a variety of commercial environments.

Quality auditors also fall within the Compliance and Risk Management Skill Sector. These individuals help organisations ensure that compliance with relevant quality management systems, such as ISO 9001, food safety standards, or environmental management standards. Specialist quality auditors are more common within larger businesses which have rigorous quality assurance frameworks, such as food preparation or manufacturing. These individuals, too, are adapting to the challenges and opportunities that automation and digital disruption present for their job roles.

Legal Services

Individuals in the Legal Services Skill Sector are primarily employed in paralegal and conveyancing roles. Paralegals carry out a range of tasks, including: undertaking legal research, preparing legal documents, supporting solicitors/barristers with client interaction, and various administrative tasks. These job roles are being somewhat impacted by digitisation and automation. Paralegal roles are at risk of being significantly disrupted in the future, which may have a disproportionate impact on vocational education and training (VET) learners, who are heavily employed in these job roles.

Conveyancers facilitate the settlement and title transfer of real property. Individuals in this field are required to be adept in applying relevant processes, legislation, and regulation. In many Australian states and territories, conveyancing is a licensed occupation and VET can form part of the licensing requirements (refer to **Appendix B**). The conveyancing industry is experiencing upheaval with the introduction of e-conveyancing, and a greatly increased focus on the use of digital platforms in recent years.⁸ Most states have mandated a timeline for the transition to electronic conveyancing, as such e-conveyancing is an essential component for contemporary Australian

⁴ Population and Diversity: Policy Implications of Emerging Indigenous Demographic Trends, Australian National University, Centre for Aboriginal Economic Policy Research (2006)

⁵ Indigenous Australia in the era of ‘good governance’, Michael Christie, The Conversation (2014)

⁶ Managing risk from the front line, PwC (2017)

⁷ Risk and Compliance in Australia: The Issues and Trends as seen by Practitioners, SAI Global (2008)

⁸ Electronic property conveyancing puts end to paper, The Australian (2014)

conveyancing practices.⁹ Conveyancers are primarily employed in small practices, generally with no more than a handful of staff.

The total legal services market in Australia is estimated to produce services worth \$19.5 billion annually with conveyancing and property law services accounting for approximately 19 percent of this market.¹⁰

Human Resources

The Human Resources profession (or Skill Sector) has many subdivisions. Human resources practitioners work within organisations to support operational functions such as recruitment, workforce planning and management, and dispute resolution. Increasingly, human resources staff are also managing learning and development, change management, and culture/engagement of workforces. A large number of government agencies and private businesses employ dedicated human resources staff, however there is also a significant number of human resources staff who work in specialist recruitment firms.

In light of broader, economy-wide trends (such as increased demand for 'soft skills'¹¹ and increasing automation of workplace functions) the nature of job roles and workforces are changing. Practitioners in the Human Resources Skill Sector need to be able to adapt to new skills needs in response, and vocational education and training needs to be able to support this development.

Information Management

The Information Management Skill Sector is made up of the records management, archiving, and library and information services professions. Increasingly, there is a convergence in the skills required across these professions.

Practitioners in library and information services manage the storage, organisation, access, retrieval, dissemination, and preservation of information. In most cases they work closely with clients to suggest resources and locate information. Within the library and information services workforce, there are essentially three work levels: Librarian, Library Technician, and Library Assistant. The vocational education and training sector is primarily concerned with the training and skilling of Library Technicians. At this level, workers have sound knowledge and skills in library and information management and undertake a varied range of tasks and library procedures.

Records management practitioners are found in large private businesses and the public sector, where they are primarily involved in the collection, maintenance, and retrieval of records. Public sector organisations, particularly in the health care, public safety, and training sectors employ specialist records managers to administer records. Private businesses also employ specialist records managers, though more often as a means of adhering to compliance requirements (e.g. in the financial services industry).

Archivists acquire, manage, and maintain documents. In large part, the function of an archivist is to preserve information and make it accessible to future users (increasingly in digital format). To this point, the education and training of archivists has primarily been the function of the higher education sector. There is increasing appetite for the delivery of archiving and information management skills at the level of vocational education and training.

This Skill Sector has undergone significant transformation over the past decade.^{12,13} The digital transformation of previously manual tasks is requiring learners to re-skill in areas that did not formerly exist. For instance, librarians are adopting new technologies and streamlining processes to improve data management and expand collections.¹⁴ Industry are increasingly emphasising the need for learners to be able to distinguish between reputable and non-reputable data sources. This can be attributed to the large volume of readily accessible information and broader variety of available sources.

⁹ PEXA – Online Conveyancing, Neilen's Conveyancing

¹⁰ Legal Services in Australia, IBIS World Industry Reports (2016-17)

¹¹ Soft Skills for Business Success, Deloitte (2016)

¹² How Information Management Trends Impact Transportation and Logistics, Image & Data Manager (2017)

¹³ 5 trends shaping information management, Information Management (2017)

¹⁴ National Library of Australia embraces digital future, Rohan Pearce, Computerworld (2017)

Marketing

Individuals employed in the Marketing Skill Sector are generally employed in advertising, marketing, and public relations roles. Practitioners manage the communication and messaging of organisations, including brand, image, and social relevance. The primary function of individuals in these job roles is to communicate the desired message of an organisation to all interested stakeholders, including current and prospective customers.

The Marketing Skill Sector is experiencing growth that is being enabled by digital change. Brands increasingly have the capacity to engage with their customers both online and through various digital media. While traditional print media is experiencing decline, online media outlets are seeking innovative approaches to engage and attract consumers.¹⁵

Technology advancements will continue to amplify the capabilities of digital media to reach a range of different audiences. Some of the emerging trends include: data analytics; the ability to understand consumer needs; an increased focus on customer experience; and increasing personalisation.¹⁶ Industry practitioners increasingly need to be able to use emerging tools to conduct market research and demographic analysis, both globally and locally.¹⁷

Procurement

The procurement industry is evolving in Australia. The open market landscape is highly competitive and offers clients a diverse choice of providers that can deliver a broad range of expertise and specialist services. Of the 2.1 million organisations in Australia, the vast majority undertake procurement activities. The procurement (in conjunction with Supply Chain and Logistics) industry represents 8.6 percent of Australia's Gross Domestic Product and contributes more than \$135 billion to the economy.

Industry has highlighted that companies hire procurement specialists for a specific reason: to source commodities, or marketable items, through the development and implementation of specific strategies and plans. Therefore, employer investment in the development of these individuals is of high value and requires return on training investment.

Work Health and Safety

Work health and safety practices exist in most Australian organisations. Work health and safety workers typically have a variety of responsibilities. These include undertaking safety audits, providing advice to businesses on ways of working, and managing work health and safety to prevent work-related health problems, diseases, injuries, and death. While all workers require an understanding of work health and safety, many organisations (across all sectors of the economy) employ specialised work health and safety advisors. This is particularly concentrated in higher risk industries such as mining, manufacturing, and construction. Vocational education and training is aimed at a variety of work health and safety workers across industries, disciplines, and levels in the workplace.

The training currently available to learners in the vocational education and training system prepares learners to enter generic work health and safety roles such as officers, return to work support, managers, supervisors, and compliance managers. The job opportunities in work health and safety are anticipated to grow in the coming decade with projections of up to 10,000 new roles.¹⁸

Leadership and Management

Individuals operating in the Leadership and Management Skill Sector are in roles that require them to set the strategic direction of their organisation, whilst also requiring high-level of proficiency in both internal and external stakeholder engagement. These individuals may operate in any industry or sector.

The proficiency of individuals in this Skill Sector is becoming increasingly important to industry. In light of economy-wide trends that threaten many job roles (e.g. the digitisation of many business functions and the automation of lower-level administrative tasks), it is vital that leaders and managers are adequately equipped to

¹⁵ The Top 10 Trends Driving Marketing in 2017, Daniel Newman (2016)

¹⁶ Ibid

¹⁷ 17 digital marketing trends for 2017, CMO from IDG (2016)

¹⁸ <https://www.safeworkaustralia.gov.au/system/files/documents/1702/australian-whs-strategy-2012-2022.pdf>

drive the necessary organisational change. The demographic shift in the workforce (e.g. the greater representation of millennials in the workforce,¹⁹ and many organisations taking a proactive approach to diversity and inclusion) is also presenting a need for a shift in skills.

These individuals tend to be operating in upper-level management roles in medium-to-large organisations.

Business Management

Like the Leadership and Management Skill Sector, individuals in the Business Management Skill Sector may operate in any industry or sector. In contrast to Leadership and Management, individuals in this Skill Sector tend to be leading small-to-medium sized organisations – and more frequently in the private sector.

Small-to-medium businesses in the Australian economy are becoming increasingly time poor, placing great strain on the capacity for further skilling and education. Business owners, operators, and managers are often ill-equipped with the skills and knowledge to effectively run their businesses in the contemporary Australian business environment. These individuals are often lacking in skills and knowledge relating to finance, governance, data-driven decision-making, and the use of digital platforms. The increasingly complex regulatory and compliance environment presents another significant challenge for individuals in the Business Management Skill Sector.

Project Management

The Project Management Skill Sector is multi-disciplinary and relevant throughout the Business Services sector, and across all industries in the economy. This Skill Sector comprises the project, program, and portfolio management disciplines.

Project managers have specific training in initiating, scheduling, and directing teams to achieve specific goals within a project. Much of the role of project managers is to develop trust and communication channels between stakeholders, with a view to achieving a common purpose. There will be an estimated 87.7 million individuals employed in project management roles (globally) by 2027.²⁰ By comparison, program managers are responsible for multiple related projects, and portfolio managers are responsible for the selection, prioritisation, and alignment of projects and programs with an organisation's strategy.²¹

Learners in the Project Management Skill Sector are typically experienced workers seeking recognition of their skills; or otherwise seeking to upskill and assume a new role within their existing organisation. The Skill Sector is experiencing an increasing dependency on complex digital project management tools, which requires practitioners to have a greater level of digital competence. The ability to navigate these systems whilst producing valuable outputs for stakeholders is key component of their day to day role.²²

Business Operations

The Business Operations Skill Sector is the most generalist of the Skill Sectors within the Business Services Training Package. This Skill Sector includes, but is not limited to, business administration, customer engagement, and sales roles. Business Operations roles sit across all industries and sectors. New ways of working in the modern economy has presented both opportunities and challenges for the Skill Sector. The increased use of digital technologies in business, and the rise in remote teaming arrangements, are two examples of this.²³

In many instances, individuals in Business Operations roles will be required to reskill or upskill to avoid their job role being lost to automation. These individuals are increasingly required to be adaptable and to operate across numerous roles or disciplines. It is the strong view of industry that Business Operations practitioners

¹⁹ Global Leadership Trends, Institute of Managers And Leaders (2017)

²⁰ The Future of the Project Management Role, Lauren Dixon, Project Management Institute (2017)

²¹ Who are project managers?, Project Management Institute (2018)

²² The Evolution of Project Management – Trends For 2018, ARTEMIS (2017)

²³ 4 Big Trends in Business Management, Academy of Learning Career College (2015)

need to develop transferable skills that will enable them to work effectively across the Business Services sector, irrespective of the contextual environment. The development of modern and transferable skills is a priority.

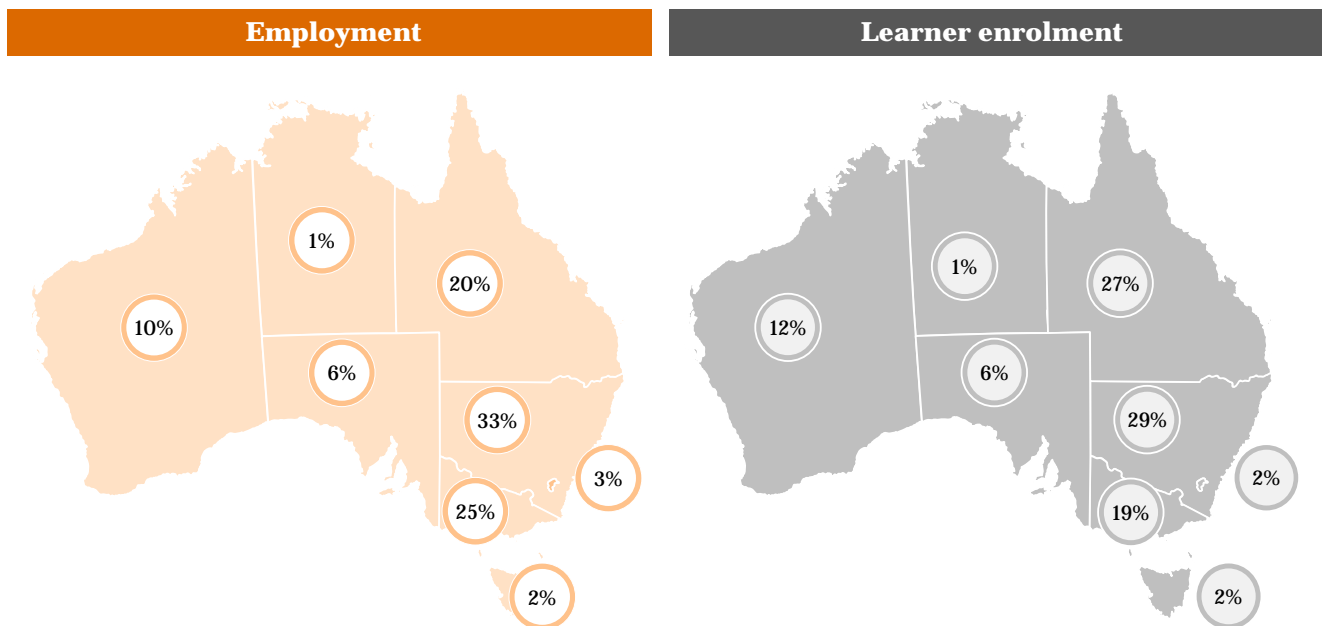
Overview by location

To understand the complexity and breadth of the Business Services sector, it is also important to consider the sector through a state and territory lens. Key differentiating factors between the states and territories include:

- **Policy and funding arrangements.** Each state and territory may have a different approach to the funding of Business Services training products. This will generally be determined by localised skills needs, and will often have an impact on learner enrolments in those funded training products.
- **Business clustering.** Similar businesses tend to co-locate in certain geographical areas or states. Where co-locating, businesses may be able to improve their operating efficiency by leveraging existing networks, related businesses, and inter-personal connections between workers. As such, there may be certain areas where employment in Business Services occupations is more heavily concentrated.
- **Economic drivers.** The localised economic drivers within a state or territory may shape the composition of sectors and employment. As a result, the number of workers and learners differ on a state and territory basis, with some having a higher proportional representation (relative to population) than others.

Figure 2 below shows the current geographical distribution of domestic learners currently enrolled in the Business Services Training Package, alongside the distribution of employment in typical Business Services occupations.²⁴

Figure 2: Geographic spread of Business Services workers and learners



Source: Australian Bureau of Statistics

Given that Business Services job roles are so ubiquitous across industries and sectors, it is to be expected that employment outcomes and learner enrolment is spread in line with the general population. There are, in some instances, slight differences between the states and territories.

²⁴ Australian Bureau of Statistics (2017) *Labour Force, Australia, Detailed, Quarterly, November 2017* Cat No. 6291.0.55.003 Table: EQ08, 26A, NCVER (2017) Total VET Activity, 2016. Note: Excludes all enrolments in Certificate I and II qualifications, as these qualifications are primarily used as part of VET Delivered to Secondary Students programs, and are not directly aligned to occupational outcomes. The Business Services sector has been defined by 39 individual occupations at the ANZSCO unit level (4-digit). This definition has been based upon ANZSCO qualification classifications (6-digit ANZSCO), taxonomy mapping and occupational outcomes of Business Services qualifications. Note further: Employment in the Business Services sector cannot be directly defined by the ANZSCO classification of qualifications as these are classified at the 6-digit ANZSCO level, whereas state-by-state employment data is only available at 4-digit ANZSCO level.

Although there are exceptions, the employment of Business Services workers tends to be aligned with learner enrolments. Training enrolment appears to be generally responsive to employment locations, and the geographical distribution of learners is generally linked with that of employers.

Challenges and opportunities

The views of businesses, learners, and other key stakeholders in the Business Services sector are critical to understanding skills needs in the workforce. The approach to Training Product Review is centred on this feedback and their views of the challenges and opportunities in their Skill Sector. Table 2 identifies some of the key stakeholders relevant to the sector.

Note: Table 2 is not an exhaustive list of stakeholders. Ongoing consultations with stakeholders will be wide-ranging and may include those not explicitly captured in this list.

Table 2: Key Stakeholders in the Business Services Sector

Stakeholder groups	Key stakeholders
Training Product Development	<ul style="list-style-type: none"> • Australian Industry and Skills Committee (AISC) • Business Services Industry Reference Committee (BSB IRC) • Other Industry Reference Committees
Government	<ul style="list-style-type: none"> • Australian Skills Quality Authority (ASQA) • Victorian Registration and Qualifications Authority (VRQA) • Training and Accreditation Council (TAC) • Federal, State and Territory Departments • National Centre for Vocational Education Research (NCVER)
Employee representatives	<ul style="list-style-type: none"> • Unions • Professional bodies
Employers	<ul style="list-style-type: none"> • Employers in each of the following size categories: <ul style="list-style-type: none"> – 0-20 employees (small business) – 21-200 employees (medium business) – 200+ employees (large business) • Employers across the public, private and social sectors • Employers in all industries • Employers across all states and territories
Employer representatives	<ul style="list-style-type: none"> • Business Council of Australia (BCA) • Australian Chamber of Commerce and Industry (ACCI) • Australian Industry Group (AI Group) • Council of Small Business Australia (COSBOA) • Specialist industry groups, for example: <ul style="list-style-type: none"> – Australian Human Resources Institute (AHRI) – Safety Institute of Australia (SIA) – Australian Library and Information Association (ALIA)
Training providers	<ul style="list-style-type: none"> • Technical and Further Education institutions (TAFEs) • Private and community registered training organisations (RTOs) • Secondary schools (not all provide training) • Universities (not all provide training) • Teacher and trainer networks
Business Services workers	<ul style="list-style-type: none"> • All workers employed in Business Services roles, such as: <ul style="list-style-type: none"> – Clerks and legal secretaries – Library Technicians – Medical receptionists – Office managers – Executive assistants – Sales representatives – Retail managers – Safety advisors

Stakeholder groups	Key stakeholders
	<ul style="list-style-type: none"> – Project managers – Human resource managers – Records managers – Contract managers – Conveyancers
Learners	<ul style="list-style-type: none"> • Domestic learners • International learners

Employer challenges and opportunities

Drawing from existing employer surveys,²⁵ relevant thought leadership,²⁶ and targeted consultation with industry, two key messages are being heard from employers in the Business Services sector:

- **Learners entering the workforce must be well equipped with transferable skills that will enable them to transition across job roles and industries.**
- **The volume of training products in the Training Package is acting as a barrier to industry understanding and engagement in VET.**

Learners entering the workforce must be well equipped with transferable skills that will enable them to transition across job roles and industries

Employers want prospective employees that are work-ready at the point of entry (or re-entry) into their workforce. The view of industry is that vocational education and training needs to be more reflective of existing Business Services job roles, which often see an individual accountable for a number of unrelated functions and tasks. In other cases, the individual is required to have the flexibility to move between job roles within the organisation. The needs of industry would be better served by equipping learners with a stronger foundation of transferable skills that would enable them to more effectively perform job roles that require such agility.

Digital competence is an example of a frequently-cited transferable skill that is currently lacking in the Business Services sector.²⁷ Stronger digital competence, and other transferable skills such as critical thinking and creativity, are necessary to enable workers to adapt to future ways of working in which there is an increased reliance on digital technologies across all job roles. Digitisation and technological change are gradually placing greater emphasis on the other transferable skills that are resilient to digitisation and automation.

The volume of training products in the Training Package is acting as a barrier to industry understanding and engagement in VET

The current Business Services Training Package (Release 2.0) contains some 66 qualifications, 57 skill sets, and 627 units of competency. The Business Services sector is undoubtedly broad, and requires a volume of training products that is reflective of the breadth of job roles in the sector. The view of industry, however, is that many of these training products (particularly qualifications) are either obsolete or superfluous to industry need. There is also significant duplication, both in units of competency and qualifications.

The sheer volume of training products has resulted in a lack of clarity as to which training products are best suited to a given industry need. The training that currently exists is seen by industry to be insufficiently flexible, and not aligned to industry's desire for agile upskilling.

These challenges are discussed in further detail at **Section 3 Key Drivers and Proposed Responses** of this Report.

²⁵ See, e.g., Survey of Employers' Use and View of the VET system 2017, National Centre for Vocational Education Research (2017)

²⁶ See, e.g., Hays Jobs Report, Hays (2018); The New Work Smarts: Thriving in the New Work Order, The Foundation for Young Australians (2017); and Skills Outlook, The Organisation for Economic Co-operation and Development (OECD) (2017)

²⁷ The National Centre for Vocational Education Research (NCVER) *Survey of Employer Use and Views 2017* indicates that 42 percent of administrative and support services employers are having difficulty introducing technological change as a result of poor employee competency in this area (compared with only 33 percent of employers more broadly)

Learners and graduates in the sector

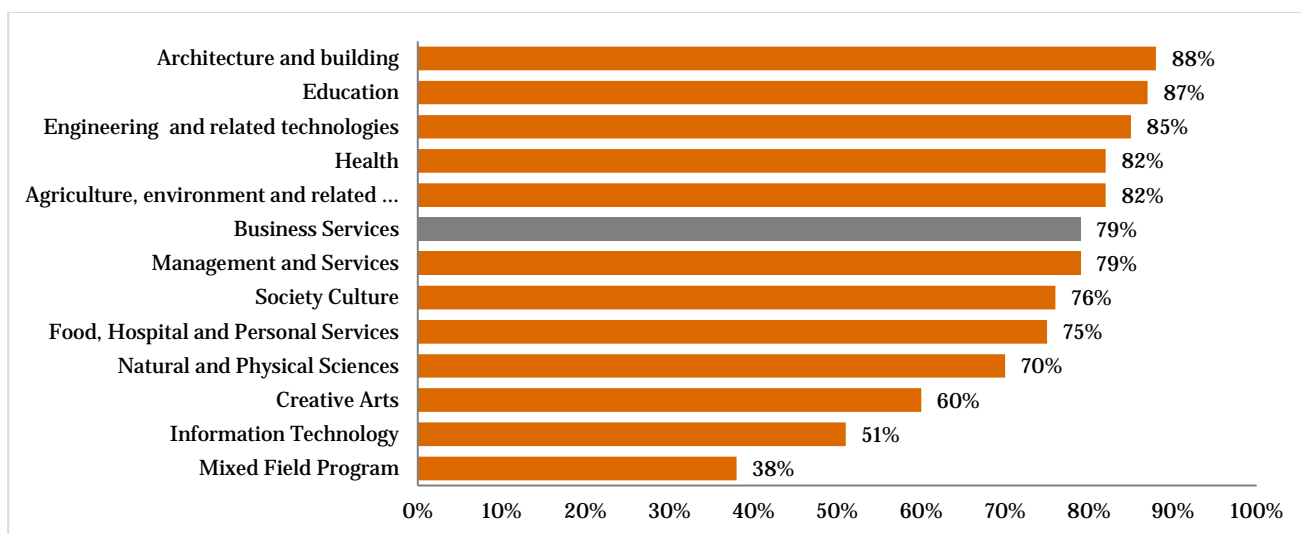
To give learners the best possible opportunity to obtain viable work, it is important to understand the outcomes that learners receive from training. It is first useful to understand a basic profile of learners in the Business Services Training Package. A typical learner in the Business Services Training Package is:

- **More educated.** 62 percent of Business Services learners have their year 12 certificate or a higher qualification, compared to 57 percent across the all Training Packages.²⁸
- **More likely to be an international learner.** International learners comprise 17.3 percent of enrolments in the Training Package, representing 1.6 percent growth in the past year, compared to 6 percent international learner representation across the all Training Packages.²⁹
- **Older than average.** 21 percent of Business Services learners are 19 and under, compared to 27 percent across all Training Packages.³⁰

A typical graduate from the Business Services Training Package is:

- **Equally likely to be employed.** 79 percent of Business Services learners are employed after training, compared to 78 percent of learners across all Training Packages.³¹ See Figure 3 below.
- **More likely to complete their qualification.** The most recently available data shows that learners undertaking Business Services qualifications have a 56 percent projected completion rate for 2015. This is significantly higher than the qualification projected completion rate of 49 percent across all Training Packages.³²
- **Marginally more likely to enrol in further training.** 32 percent of Business Services graduates enrol in further study after training, compared with 30 percent across all Training Packages.³³

Figure 3: Business Services graduates employed six months after training (2017)



Source: National Centre for Vocational Education Research³⁴

²⁸ Total VET program enrolments 2016, Total VET students and courses 2016, National Centre for Vocational Education Research (2017)

²⁹ Ibid

³⁰ Ibid

³¹ VET Students by Industry, Graduate Outcomes Information 2017, National Centre for Vocational Education Research (2017)

³² VET program completion rates 2011-2015, National Centre for Vocational Education Research (2017)

³³ Ibid

³⁴ Total VET Graduate Outcomes Information 2017, National Centre for Vocational Education Research (2017). Note: Shown is all fields of training (which may include multiple Training Packages). Business Services has been isolated as an individual Training Package, although the majority of qualifications are included in the 'management and commerce' field of training.

Opportunities for collaboration on training development across industry sectors

Training packages are not always developed in a way that recognises the importance of skills in multiple sectors and which can be used to their full potential in various industry contexts. The Australian Industry and Skills Committee has identified several cross-sector skill areas where opportunities exist to create flexible and transferable training products that will benefit industry, learners, and the broader vocational education and training sector.

PwC's Skills for Australia has been commissioned to develop training products that address skill needs across industries in four cross-sector skill areas: Cyber Security, Big Data, Teamwork and Communication, and Inclusion of People with Disability in VET. The expected outcomes of these cross-sector projects include:

- significant reduction in the level of duplication across the national training system;
- better support for individuals to move between related occupations; and
- improved flexibility and efficiency in Australia's vocational education and training system.

Table 3 below identifies opportunities for linkages between existing cross-sector project work and the Business Services Training Package.

Table 3: Training development opportunities across industry sectors

Cross-sector projects	Project description	Link to Business Services Training Package
Automation	Identify related skill and knowledge needs in automated processes and the use of robotics, drones, and remote operations systems shared by multiple industry sectors.	May affect current units of competency in the Business Operations Skill Sector, as many of the previously manual tasks completed by clerical and administrative worker are now being performed via digital platforms.
Big Data	Identify related skill and knowledge needs in data management, data analytics, and data driven decision-making that apply across multiple industries.	Data-driven decision making is an ongoing skill need throughout the Business Services Training Package, with businesses looking to drive improvements and efficiencies from the oversight access to this information provide.
Cyber Security	Identify related skill and knowledge needs in information security, data protection, and privacy shared by multiple industry sectors.	Cyber security and protection of intellectual property is a key concern for Australian businesses in the face of ongoing digital change. The units of competency will be particularly important for the Business Management Skill Sector.
Consumer Engagement through Online and Social Media	Identify related skill and knowledge needs in cultural awareness, customer service, marketing, communication, and social media skills shared by multiple industry sectors.	Customer engagement, marketing, and communication are all core competencies for Business Services learners. In the update of marketing and customer engagement units of competency potential opportunities for importation of these cross-sector units of competency will be considered.
Digital Skills	Identify related skill and knowledge needs in digital literacy, 3D printing/additive manufacturing, and coding skills that apply across multiple industries.	Digital skills are required in every Skill Sector throughout the Business Services Training Package. Units of competency which support business operations, management, and other practices relevant to Business Services will be reviewed for importation.
Environmental Sustainability	Identify related skill and knowledge needs in environmentally friendly products, manufacturing and waste processes, and sustainable energy production that apply across multiple industries.	Environmental sustainability is a growing area of focus that businesses are incorporating into their business models. The use of cross-sector skill sets or units of competency for Business Services learners could be beneficial to assist in skills and knowledge in this area.
Inclusion of People with Disability in VET	Develop training package components that can be used by multiple industries to build the capability of VET educators and employers to foster greater	There are a number of Skill Sectors (e.g. Information Management, Business Operations) which would benefit from these training products. A review to

Cross-sector projects	Project description	Link to Business Services Training Package
	inclusion of people with disability in vocational education and training, employment, and customer service contexts.	incorporate these units of competency, where appropriate, will be considered as part of both the Technical and Business Enterprise Skills Projects.
Supply Chain	Identify related skill and knowledge needs in traditional supply chain management practices as enabling services for the economy that apply across multiple industry sectors.	Currently no direct impact on the Business Services Training Package, however there may be small overlaps with Business Services procurement training products.
Teamwork and Communication	Develop common teamwork and communication units that address common skill and knowledge needs and can be contextualised across multiple industries.	May impact many Skill Sectors in Business Services, where a number of communication and teamwork units of competency exist. Cross-sector units of competency will be considered as part of the review of Technical and Business Enterprise Skills Projects in Business Services.

2 Employment and Skills Outlook

The purpose of this section is to highlight trends in employment and changes to supply of graduates in the Business Services sector. It provides context for targeted analysis of the specific trends influencing the sector, which flows through to skills priorities and training needs.

Industry employment outlook

Employment projections at an industry level are confined to specific occupational definitions used for statistical classification (as defined by ANZSCO).³⁵ As previously established, individuals working in the Business Services sector are not employed within a single industry, but across all industries and sectors. A number of occupations have been determined to be indicative of the sector as a whole.³⁶

Limitations that must be noted include:

- **Employment data is heavily dependent upon the growth of industries which employ Business Services workers.** As Business Services workers are employed across a number of industries, growth of the indicative occupations³⁷ depends upon a range of industry specific and macroeconomic factors, which may not be easily forecast.
- **Future employment will depend on the level of technological change taking place in that occupation, but it is difficult to estimate how technology will influence the demand for labour.** Increased technology may reduce costs to an extent where a larger quantity of services is demanded and employment increases. Technological change could also reduce employment, as less labour is required to produce the same quantity of services.
- **Employment data is not representative of the Business Services sector as a whole.** The employment data is representative of a collection of occupations that are intended to be representative of the Business Services sector, and may therefore be indicative only.

Table 4: Projected employment levels for indicative Business Services occupations

Occupation	Employment May 2017 ('000)	Projected employment May 2022 ('000)	Projected employment growth – five years to May 2022 (%)
Archivists, Curators and Records Managers	6.6	7.8	+18.3
Research and Development Managers	12.6	14.8	+17.8
Practice Managers	27.2	31.3	+15.2
General Managers	53.0	52.9	-0.3
Chief Executives and Managing Directors	53.3	54.3	+1.8
Corporate Services Managers	9.9	10.6	+6.4
Policy and Planning Managers	22.8	24.6	+7.7

³⁵ Australian and New Zealand Standard Industrial Classification Cat. No. 1292.0, Australian Bureau of Statistics (2006)

³⁶ The following occupations have been identified as being most indicative of the Business Services sector: Archivists, Curators and Record Managers; Research and Development Managers; Practice Managers; General Managers; Chief Executive and Managing Directors; Corporate Service Managers; Policy and Planning Managers; Call or Contact Centre & Customer Service Managers; HR Managers; Finance Managers; Office Managers; Retail Managers; Safety Inspectors; Gallery, Library and Museum Technicians; Conveyancers & Legal Executives; Library Assistants; Human Resource Clerks; Court & Legal Clerks; Other Miscellaneous Technicians & Trade Workers; Training and Development Professionals; Transport & Despatch Clerks; Technical Sales Representatives; Secretaries; Management and Organisation Analysts; Purchasing and Supply Logistics Clerks; Receptionists; Advertising & Marketing Professionals; Contract, Program and Project Administrators; General Clerks.

³⁷ Ibid

Occupation	Employment May 2017 ('000)	Projected employment May 2022 ('000)	Projected employment growth – five years to May 2022 (%)
Call or Contact Centre and Customer Service Managers	39.5	46.3	+17.3
Human Resource Managers	46.9	52.9	+12.9
Finance Managers	52.5	55.9	+6.4
Office Managers	121.5	126.4	+4.0
Retail Managers	231.0	238.3	+3.2
Safety Inspectors	3.4	3.5	+2.5
Gallery, Library, and Museum Technicians	6.7	6.7	-0.8*
Conveyancers and Legal Executives	11.9	12.1	+1.2
Library Assistants	6.6	5.7	-13.0
Human Resource Clerks	11.4	10.2	-10.1
Court and Legal Clerks	12.7	12.9	+2.0
Other Miscellaneous Technicians and Trades Workers	16.1	15.3	-4.6
Training and Development Professionals	26.6	26.6	-0.1*
Transport and Despatch Clerks	39.4	42.6	+8.2
Technical Sales Representatives	28.6	25.5	-10.9
Secretaries	44.8	33.6	-24.9
Management and Organisation Analysts	57.8	66.7	+15.4
Purchasing and Supply Logistics Clerks	83.7	86.1	+2.9
Receptionists	157.1	156.3	-0.5
Advertising and Marketing Professionals	63.6	70.3	+10.5
Contract, Program, and Project Administrators	113.3	121.7	+7.4
General Clerks	251.8	274.0	+8.8
Business Services Occupations (overall)	1,612.3	1,685.9	+4.6

* These statistics appear to be related to a rounding convention, which may explain the negative growth projection to May 2022.

Source: Department of Jobs and Small Business (2017). 2017 Occupational Projections – five years to May 2022

Note 1: the occupations displayed in the above table are identified as the most relevant occupations to the Business Services sector. The categories do not represent an exhaustive list of all occupations in the sector.

Supply side challenges and opportunities

An important consideration in determining the magnitude and growth of employment in the Business Services sector is the supply of graduates trained for work in the sector. Although growth in employment is projected, a full understanding of the future industry direction should also consider how employment demand will be met. This requires an understanding of the factors that are likely to influence the decisions of learners to enrol in training and then enter the workforce.

Table 5 lists some of the factors which may influence the decision of workers to participate in training and undertake a Business Services job role. These listed influences may not be applicable to every occupation but instead represent an average of all Business Services occupations. It is also worth acknowledging that intangible

considerations, such as emotion and perception, are also likely to play a part in the career decisions of workers, in addition to the factors listed in Table 5.³⁸

Further, it is noted that the decisions of training providers to offer training may also influence the supply of graduates trained for work in the sector. As such, the impact on training providers of any changes made to the Business Services Training Package will be considered when training products are reviewed.

Table 5: Supply side influences – challenges and opportunities

Supply side influence	Details
Reputation	<ul style="list-style-type: none"> Business Services occupations tend to be viewed by society as average, with a weighted average 'socioeconomic index' of 53, where the average occupation score is approximately 50 and scores range from 0 (low status) to 100 (high status). However, some occupations that are supported by the Business Services Training Package, such as management and leadership positions, are viewed particularly favourably.³⁹ Conclusion: The good reputation of some occupations in the sector presents an opportunity to encourage participation in the Business Services workforce.
Wages	<ul style="list-style-type: none"> Graduates of Business Services training tend to receive higher starting wages with significant opportunity for wage growth. <ul style="list-style-type: none"> In 2017, graduates of Business Services vocational education and training received an average annual salary of \$64,900, compared with an average of \$55,000 for all vocational education and training graduates.⁴⁰ Business Services occupations also offer significant opportunities in wage growth. These occupations have a weighted average salary of \$85,144.⁴¹ Conclusion: Opportunities for significant wage growth represents an opportunity to encourage participation in the Business Services workforce.
Working conditions	<ul style="list-style-type: none"> Working conditions of Business Services occupations are generally good. Favourable features include: little manual labour, stable employment, and employment opportunities with a diverse range of employers. Given the large scale of employment opportunities in Business Services occupations, workers are not limited to employment in a single industry or sector, or with a single employer-type. This gives workers greater immunity to industry-specific 'shocks' or downturns by virtue of their transferability. Conclusion: Good working conditions present an opportunity to encourage participation in the business services workforce.

³⁸ The Role of Social Context and Serendipitous Events in Career Decision Making, International Journal for Educational and Vocational Guidance. Vol 5 (1): 19-36. Jim Bright, Robert Pryor, Sharon Wilkenfeld, & Joanna Earl (2005)

³⁹ The AUSEI06: A new socioeconomic index for Australia, Journal of Sociology. Vol 45(2): 123-149. Julie McMillan, Adrian Beavis, & Frank L. Jones, (2009)

⁴⁰ VET graduate outcomes 2017, National Centre for Vocational Education Research (2018)

⁴¹ Employee Earnings and Hours, Australia, May 2014 Cat. No. 6306.0., Australian Bureau of Statistics (2016)

Supply side influence	Details
Lateral movement	<ul style="list-style-type: none"> Business Services skills are necessarily applicable to most industries. Business Services workers are able to move between industries and related occupations, updating peripheral skills as needed. Conclusion: Flexibility and lateral movement represents an opportunity to attract workers.
Funding	<ul style="list-style-type: none"> Funding of vocational education and training is a complex and constantly changing area. Programs to assist learners to undertake training exist at both state and federal level. For example, the federally funded <i>VET Student Loans</i> program provides loans to pay tuition fees for vocational education and training. State and territory governments also have various programs to assist and incentivise learners to undertake particular training. These programs vary by jurisdiction, qualification, provider, and background of the learner undertaking training. State and territory funding programs that identify Business Services qualifications on 'priority skills lists' (enabling access to additional government subsidies or concessions) include: <ul style="list-style-type: none"> New South Wales – No Business Services qualifications are listed on the 'Jobs of Tomorrow Scholarships Eligible Qualifications list'.⁴² However, the 'NSW Skills List V5-2017' lists a significant number of Business Services qualifications. Victoria – A significant number of Business Services qualifications are listed on the 'Funded Course Report'.⁴³ Queensland – Eleven lower-level Business Services qualifications are listed under the 'Queensland Training Subsidies List'.⁴⁴ Western Australia – There are two Business Services qualifications listed under Future Skills WA 'Priority Industry Qualifications list'. However, there are a number of Business Services traineeship qualifications subsidised.⁴⁵ South Australia – The South Australian 'Subsidised Training List' currently lists available places in a significant number of Business Services qualifications.^{46,47} Tasmania – Currently, a significant number of Business Services qualifications are listed in the Skills Tasmania 'User Choice – Tasmanian Apprenticeships and Traineeships Listing'.⁴⁸ Northern Territory – The 'Northern Territory Training Entitlement' currently lists a range of Business Services qualifications. Business Services qualifications are also funded under general skills training and VET Delivered to Secondary Students programs.⁴⁹ Australian Capital Territory – There are four Business Services qualifications listed on the 'ACT Skills Need List'.⁵⁰ Conclusion: The availability of subsidies represents an opportunity to further-build a skilled workforce in the Business Services sector.

Supply side influences, such as funding availability, employment conditions, and financial outcomes suggest that learners are both enticed and deterred from pursuing a career in the sector for a range of different reasons.

Having the right number of people entering the labour market for certain occupations is different to those people having the right, future fit, skills. The following section analyses the trends affecting these potential workers and how training can ensure this supply of workers is skilled correctly to meet future demand.

⁴² Smart and Skilled Jobs of Tomorrow Scholarships Eligible qualifications, NSW Government (2016) <https://smartandskilled.nsw.gov.au/documents/45617011/63890955/jobs_of_tomorrow_qualifications_list.pdf> Accessed 17/01/18

⁴³ Skills Victoria Training System – Funded Course Report, Victorian Government (2017) <<http://www.education.vic.gov.au/skillsfirst/Pages/fundedcourses.aspx>> Accessed 17/01/18

⁴⁴ Queensland Training Subsidies List (2017-18) Annual VET Investment Plan, Queensland Government (2017) <<http://www.skillsgateway.training.qld.gov.au/content/user/subsidy/SUBSIDIES-LIST.pdf>> Accessed 17/01/18

⁴⁵ Future Skills WA – Priority Industry Qualification List, Western Australian Government (2018) <<http://www.dtwd.wa.gov.au/sites/default/files/uploads/ppr-piql-jswa-2018-v1.pdf>> Accessed 17/01/2018

⁴⁶ Work Ready Subsidised Training List 3.1., South Australian Government (2017) <http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=3277&PortalId=6&TabId=1936>

⁴⁷ RTOs with a Funding Agreement to deliver subsidised training for the apprentices and trainees, South Australian Government (2017)

⁴⁸ Skills Tasmania Tasmanian Apprenticeships and Traineeships Listing, Tasmanian Government (2018) <<http://laureldw.stategrowth.tas.gov.au/default.aspx>> Accessed 17/01/2018

⁴⁹ Northern Territory Training Entitlement, Northern Territory Government (2018) <<https://nt.gov.au/learning/adult-education-and-training/northern-territory-training-entitlement>> Accessed 17/01/2018

⁵⁰ ACT Skills Needs List 2018, Australian Capital Territory Government (2018) <http://www.cmd.act.gov.au/___data/assets/pdf_file/0020/1122455/Final-ACT-Skills-Needs-List-2018.pdf> Accessed 17/01/2018

Trends shaping the sector

This section outlines **two key trends** shaping the Business Services sector over the medium to long term:

1. **Technological and digital change**
2. **New ways of working**

Within this Report, the focus is on the broad trends that are impacting the entire Business Services sector, rather than technical trends that are Skill Sector specific.

1. Technological and digital change

The pace of digital growth across Australian businesses is rapidly accelerating, with the economy realising significant benefits in embracing mobile and internet technologies to transform many manual operations.⁵¹ The rise of technologies that were once inconceivable, such as artificial intelligence and virtual reality, are now becoming embedded in a variety of business functions.

PwC's 2018 Global CEO survey revealed that emerging technologies will help shape human needs in new and profound ways (such as telemedicine, for example). This will create new industries and previously unforeseen job roles that will encourage greater creativity and be more fulfilling.⁵² The emergence of a number of new digital platforms, and tools which support these functions, are creating the need for workers to be adaptable and agile in the face of constant change and technological advancement. Training must also adapt, as the rapid evolution of job roles caused by digital change presents a challenge for training to maintain its currency. Training must be agile and flexible to meet continually evolving skills needs faced by industry.

Two technological/digital sub-trends have been observed as having the greatest impact on the Business Services sector: Automation and Globalisation.

Automation

The rise of automation and artificial intelligence is set to impact all businesses and workers at every level. Automation will enable new 'smart' technologies that are able to move around freely in the world, driven by a combination of advanced sensors, GPS tracking systems, and deep learning (replacing the need for human instruction) within the coming two decades.⁵³ Three waves of automation have been identified that characterise the impacts of automation over the coming two decades, as outlined in Table 6.

Table 6: Key impacts in the three waves of automation

Phase	Description
1. Algorithm wave (to early 2020s)	Automation of simple computational tasks and analysis of structured data, affecting data-driven sectors such as financial services.
2. Augmentation wave (to late 2020s)	Dynamic interaction with technology for clerical support and decision making. Also includes robotic tasks in semi-controlled environments such as moving objects in warehouses.
3. Autonomy wave (to mid-2030s)	Automation of physical labour and manual dexterity, and problem solving in dynamic real world situations that require responsive actions, such as in transport and manufacturing.

As these three waves play out, each Skill Sector in the Business Services Training Package will experience differing levels of impact at a given point in time. Professional and sales/services-dominated industries are expected to face lower impacts in the longer term as the Augmentation and Autonomy waves ripple through the economy.⁵⁴

⁵¹ Small Business: Digital Growth, PwC (2015)

⁵² 21st Annual Global CEO Survey, PwC (2018); 20th Annual Global CEO Survey, PwC (2017)

⁵³ Impact of Automation, PwC (2018)

⁵⁴ Ibid

Managerial, clerical, and administrative roles have not been greatly affected by automation to date. Most digital technology used by workers has so far only served to make tasks performed by human beings more efficient. Having said this, clerical and administrative roles tend to involve many routine tasks which require a lower degree of reasoning, which makes these tasks particularly susceptible to automation going forward.

PwC estimates show that clerical occupations covered by the Business Services Training Package have among the highest probability of automation within 20 years, with 54 percent of jobs at a high risk of automation by 2030. This is supported by research conducted by McKinsey & Company which suggests that an average of 71 percent of job tasks for clerical occupations listed in Table 7 below could be replaced by technology in the future.⁵⁵

Table 7: Proportion of job roles that are susceptible to future automation

Occupation	Proportion of job role that could be replaced by technology (%)
Highly affected by automation	
Payroll and Timekeeping Clerks	87%
Bookkeeping, Accounting, and Auditing Clerks	86%
Library Assistants (Clerical)	80%
File Clerks	79%
Office Clerks (General)	61%
Secretaries and Administrative Assistants (Except Legal, Medical, and Executive)	54%
Receptionists and Information Clerks	53%
Not highly affected by automation	
Sales Managers	7%
Teachers and Instructors (All Other)	19%
Child, Family, and School Social Workers	19%
Lawyers	23%
Food Service Managers	32%

Source: McKinsey & Company (2017) *A future that works: automation, employment, and productivity*

Although these occupations are likely to be influenced by automation, not all aspects of the jobs roles are able to be completely automated. Automation will likely allow certain tasks to be carried out by digital systems which have similar performance to human beings. However, as shown in Table 7, varying proportions of each job role are susceptible to replacement by technology. Greater flexibility and agility of training will enable individuals in these roles to selectively upskill and retain their employability.

Many Australians are concerned that automation will lead to job losses. Despite this, consultation suggests that businesses recognise the need to complement good technology with the right talent, and that consumer preferences are even driving a swing back away from technology to face-to-face interaction. This is particularly the case in the banking sector.⁵⁶ Responses to PwC’s CEO Survey suggest that availability of key skills and the speed of technological change are impacting businesses, with 38 percent of CEOs reporting that they were extremely concerned by these threats to their organisation’s growth prospects.⁵⁷

To support employers to find skilled workers, the Business Services Training Package needs to be on focused on developing skills that are complementary to automation technology, and delivering them in a way that is aligned to industry’s desire for flexibility. This will also assist in producing an adaptable and transferable

⁵⁵ A future that works: automation, employment, and productivity, McKinsey & Company (2017)

⁵⁶ PwC’s Skills for Australia, Open Consultation, Melbourne 2018

⁵⁷ 21st Annual Global CEO Survey, PwC (2018)

workforce. Workers who have skills that automation technology cannot replace are likely to become far more productive and command higher wages.⁵⁸

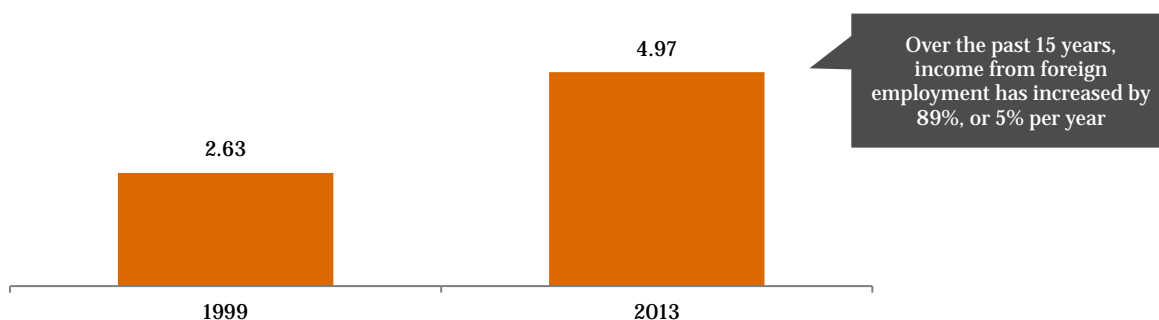
Further to this, automation has large potential to boost productivity in the Business Services sector, and create new and improved product and service offerings. It is estimated that automation could contribute up to 14 percent of global gross domestic product by 2030.⁵⁹ Businesses and other employers need to adopt a responsible approach to automation, both as regards their customers (e.g. data privacy) and their workers (e.g. helping them to develop the skills they need to prosper in an age of increasing automation and rapid technological change).

By responding in this way, businesses and workers will be able to maximise the benefits of automation, while minimising the negative impacts of these disruptive technologies. The role of the Business Services Training Package cannot be underestimated in supporting this transition.

Globalisation

Globalisation is the integration of a number of economies with regards to goods, services, capital, people, and ideas. Coupled with the advancement of digital technologies, globalisation is impacting many aspects of life through transforming traditional job functions and driving innovation.⁶⁰ It has also vastly reduced the transaction costs of communicating and coordinating globally, allowing businesses to take advantage of expertise and services of different countries. This provides a range of benefits to the Business Services sector, and enables broader growth across the Australian economy.

Figure 4: Australian earnings from foreign employment⁶¹ (\$ '000,000)



While the continued physical mobility of labour is not a new phenomenon, the growing presence of the virtual global worker is a new and potentially disruptive factor.⁶² Over the past 15 years there has been a growing number of Australian businesses seeking services from abroad in areas such as trade, professional, and financial services. In some categories, such as IT, services purchased from abroad are growing at a much faster rate than our sales of services to the world. Technology, particularly virtual communication platforms, have enabled international providers to deliver services to Australian employers without requiring a local presence. A number of larger organisations are offshoring support services and re-positioning or displacing previously local roles. PwC’s Smart Move report estimates approximately 92 percent of Executive Assistant roles will be offshored or automated before 2035.⁶³

⁵⁸ Tomorrow’s digitally enabled workforce, CSIRO (2016)

⁵⁹ Impact of Automation, PwC (2018)

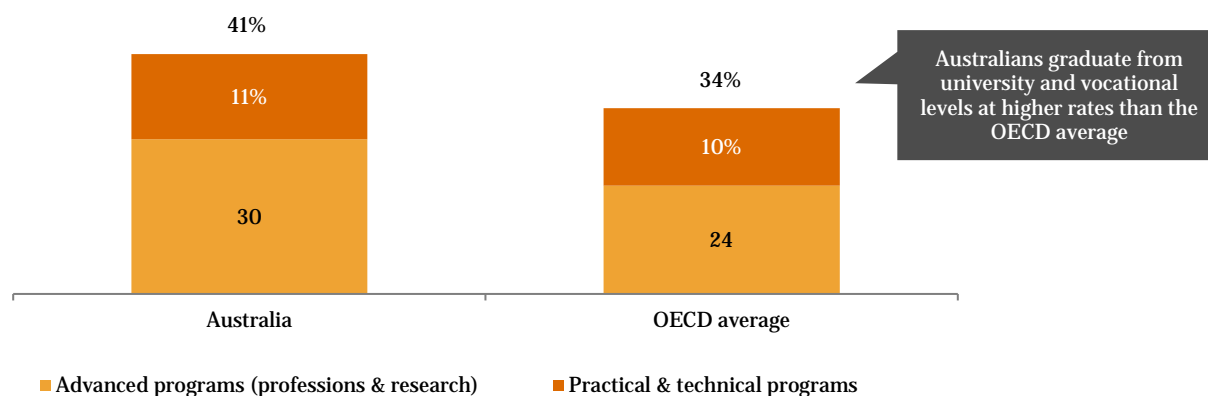
⁶⁰ 2017 edition of the OECD Employment Outlook reviews recent labour market trends and short-term prospects in OECD countries, OECD (2017)

⁶¹ The New Work Smarts: Thriving in the New Work Order, The Foundation for Young Australians (2017)

⁶² Ibid

⁶³ A Smart Move, PwC (2015)

Figure 5: Percent of 25-64 year olds graduating, 2012 Australia and OECD⁶⁴



In recent decades, the labour market across Australia has experienced a number of transformations to occupational and industrial structures as a consequence of globalisation. De-industrialisation has seen a shift in employment from mining, manufacturing, and construction to Business Services areas such as small business, administration, and work health and safety.⁶⁵ Small businesses are benefitting from the significant reduction in establishment costs, especially those related to IT, sales, and marketing. These are enabling workers to re-skill and take advantage of opportunities in new ventures and sectors, although training must be flexible and agile to further support this transition.

There is an opportunity for the vocational education and training sector to better support entrepreneurship and the development of new ventures, by better equipping learners with the necessary skills and knowledge. Transferrable enterprise that are skills needed to identify and execute opportunities will become increasingly valuable over the next decade.⁶⁶

Ultimately, emerging digital technologies have implications for skills needs in a number of sectors. Employers now expect workers to have practical experience using the common systems and software in their specific area of expertise. Business graduates are expected to have a solid knowledge of spreadsheet software, and human resources graduates are expected to have knowledge of, and experience using, online recruitment software.⁶⁷ Understanding these skills implications is important in the development of training products and the facilitation of cross-industry learning. PwC's Skills for Australia has engaged, and will continue to engage, with participants in a range of industries to understand how training can best align to current and future Business Services job roles.

2. New ways of working

Meta trends⁶⁸ such as the digitisation of many operational functions (and the automation of lower-level administrative tasks) are radically reshaping the way organisations operate. These trends are having an impact across the economy, and are causing businesses to reconsider how they most effectively leverage their human capital. These trends require training that is responsive, both in its content and structure.

⁶⁴ The New Work Smarts: Thriving in the New Work Order, The Foundation for Young Australians (2017)

⁶⁵ PwC's Skills for Australia, Open Consultation, Perth 2018

⁶⁶ 2017 edition of the OECD Employment Outlook reviews recent labour market trends and short-term prospects in OECD countries, OECD (2017)

⁶⁷ January to March 2016 Quarterly Report, Hays (2016)

⁶⁸ Meta trends are broad, economy-wide trends that drive other more specific trends

Insights gathered from industry consultation indicate that these ‘new ways of working’ are most visible in three ways:

- **Remote teaming.** Individuals in the workforce increasingly need greater communication and organisational skills to manage the changing work environment. Advances in cloud and remote communication technologies are increasing the prevalence of remote teaming and flexible working arrangements. Remote teaming is the practice of collaborating with a group of others that are in different geographic locations. A recent PwC survey found that 63 percent of workers expect that the standard eight-hour workday will be obsolete within their professional lifetime, and 68 percent said they expect to work remotely instead of commuting to a physical office space every day.⁶⁹ It is important that Business Services workers in Australia have the skills to navigate this environment, as remote working teams often span multiple countries, creating increased international competition for Business Services roles.
- **Rise of the ‘gig economy’.** Digital freelancing platforms and applications are changing the way that workers participate in the economy. Organisations tend to determine which tasks are carried out internally (and which are outsourced) based on the transaction costs associated with going to market. Where transaction costs are low, businesses tend to use external suppliers.⁷⁰ Freelancing platforms are expected to increase the attractiveness of temporary contracting (such as freelancing) over retaining workers on full-time employment arrangements. Employee career paths are becoming less predictable as a result. It is estimated that the average individual entering the workforce will work in 17 job roles across five different industries. In response, workers will need the skills to work autonomously, and be critical thinkers and problem solvers, whilst still having strong interpersonal skills.⁷¹ This skills will enable them to operate as sole traders (or run their own micro businesses) in the ‘gig economy’. Training will need to be more agile to enable ‘gig economy’ workers to upskill in both specialist and non-specialist areas.
- **Changing workforce demographics.** The Australian workforce is becoming increasingly diverse across many demographics. Greater global mobility has led to an increase in migration. In recent years, more than half of Australia’s population growth has been as a result of migration. These individuals are increasingly represented as a proportion of the Australian workforce.⁷² This is creating a need for all workers to be skilled in operating successfully in environments of cultural diversity. Similarly, within ten years Generation Y (individuals born between 1977 and 1995) and Generation Z (individuals born since 1996) will account for greater than 60 percent of the workforce.⁷³ This, too, will require workers (and particularly leaders and managers) to have greater interpersonal and emotional intelligence skills to effectively leverage the diversity in values and expectations of employees.

What does this mean for the Business Services workforce?

Job demand	<ul style="list-style-type: none"> • Decreasing numbers of job roles that contain a large proportion of administrative tasks, as a result of automation. • Increased demand for job roles requiring social engagement and social intelligence, which generally have a lower probability of automation. • The requirement for a job to be in a certain location will likely change as Business Services job roles increasingly use remote teaming technology. • Challenges and opportunities associated with the rise of the ‘gig economy’ and the casualisation of the Australian workforce. • Increased proportion of jobs where employees influence others, such as management and public relations professionals.
Skills needs	<ul style="list-style-type: none"> • Transferable enterprise skills, including: <ul style="list-style-type: none"> – Broad digital competence across most Business Services job roles. – Emotional intelligence skills, namely: negotiation, persuasion, and perception of emotions. This is particularly important in light of trends towards remote teaming and changing workforce demographics. – Creative intelligence and the ability to come up with innovative ideas. – Critical thinking, problem solving, and strong interpersonal skills for those participating in the ‘gig economy’.

⁶⁹ Work-life 3.0: Understanding how we’ll work next, PwC (2016)

⁷⁰ The Nature of the Firm, Ronald Coase – *Economica* (1937)

⁷¹ The New Work Smarts: Thriving in the New Work Order, The Foundation for Young Australians (2017)

⁷² Future skills and training: A practical resource to help identify future skills and training, Australian Industry and Skills Committee (2017)

⁷³ Population Projections Australia Cat. No. 3222.0, Australian Bureau of Statistics (2017)

Creating a future fit workforce

Each Industry Reference Committee is required to rank a supplied list of 12 generic workforce skills in order of importance to relevant employers. For the Business Services sector, these skills have been ranked below in Table 8.

All skills listed in Table 8 are important. Low ranking does not imply that the skill is not important, but rather lower ranking only indicates that these skills are not critical priorities for the Business Services sector. Further, Table 8 only shows rankings of importance as an average across the whole sector. Some skills may have higher or lower importance for particular organisations and particular Skill Sectors within the Business Services sector. Note that these skills are read in line with definitions provided by the Federal Department of Education and Training.

Table 8: Importance of generic workforce skills

Importance (1 is most important and 12 is least important)	Generic workforce skill
1	Learning agility/Information literacy/Intellectual autonomy and self-management
2	Design mindset/Thinking critically/System thinking/Solving problems
3	Communication/Virtual collaboration/Social intelligence
4	Managerial/Leadership
=5	Data analysis
=5	Language, literacy, and numeracy (LLN)
7	Customer service/Marketing
8	Technology
9	Financial
10	Entrepreneurial
11	Science, technology, engineering, and maths (STEM)
12	Environmental and Sustainability

3 Key Drivers for Change and Proposed Responses

Sections 3 and 4 of this Report serve as the Case for Change for training product development work scheduled in 2018-19:

- **Section 3 ('Key Drivers for Change and Proposed Responses')** outlines key industry drivers and how they will be reflected in 2018-19 training product development work.
- **Section 4 ('Proposed Schedule of Work')** outlines the status of 2016-17 projects and sets out the Proposed Schedule of Work through to 2021-22. It also contains 2018-19 project details including rationale, Ministers' priorities addressed, consultation plan, and project scope.
- Please refer to **Appendix C** for a summary of the training product changes being proposed in 2018-19.

Key Drivers for Change

As set out in prior sections of this Report, there are several trends that may significantly impact job roles in the Business Services sector. It is important that the Business Services Training Package adapts to forecasted skills needs in light of these trends. If a meaningful response is not forthcoming, the Training Package is at risk of failing to meet the needs of industry and, in turn, not producing adequate occupational outcomes for learners.

As an extension of insights gleaned from industry consultation, the following Key Drivers for Change have been identified:

1. **Digital and technological change has caused a shift in job roles which has led to a lack of alignment with the composition of existing qualifications in the Training Package;**
2. **Structure of existing training does not meet industry desire for flexibility and agility;**
3. **Increasing need for skills that are transferable across Business Services job roles;** and
4. **Current training often does not contain pathways for further learning as required for current and future job roles.**

These are each discussed in turn, below.

Digital and technological change has caused a shift in job roles which has led to a lack of alignment with the composition of existing qualifications in the Training Package

In order to best support the needs of learners and industry, training products must be broadly aligned to occupational outcomes. It is important that training products better align to existing occupations, whilst also equipping learners with greater transferable skills (given that many traditional Business Services job roles are likely to change radically, or cease to exist entirely, as a result of **digital and technological change and new ways of working**).

Unclear application of Business Services qualifications

Through consultation with industry it has been established that the unclear application of many existing Business Services training products is acting as a barrier to industry engagement with the Training Package. There is also a near-consensus view that this is contributing to low (or no) enrolment in many qualifications and units of competency (see, e.g., BSB42315 – Certificate IV in Environmental Management and

Sustainability: 2 enrolments in 2016). In many cases Qualification Descriptions are seen not to be reflective of job roles, in both specialist (i.e. technical) and non-specialist qualifications.

There are two principal issues; in some instances there is an unclear link to an intended occupational outcome(s), whereas in other instances there appears to be no link to an occupational outcome at all. In both cases, industry is ill-equipped to identify the key competencies that learners should have on completion of Business Services training products – particularly qualifications (refer to **‘Employer Challenges and Opportunities’ in Section 1** of this Report). The view is widely held that there are too many qualifications in the Business Services Training Package, leaving learners and employers unsure of which training products best suit their needs. This will only be exacerbated by continually changing job roles as a result of developments in **automation and the rise of the ‘gig economy’**.

The impact of these issues is that learners choose not to select the qualifications. In many instances, learners will undertake higher education qualifications instead, which contributes to an overall perception that vocational education and training qualifications are either less important or less valuable to industry. According to industry consultation, many qualifications are seen not to be fit for purpose, and therefore do not serve industry needs.

Need for consistent and readily identifiable core competencies

Business Services training products need to have clearer outcomes in order to increase the employability of learners. Industry has expressed a strong appetite for a recognisable set of transferable enterprise skills in Business Services learners. Such skills have been said to include problem solving, digital and data literacy, and emotional intelligence (see Table 9 below). These transferable ‘enterprise’ skills need to be embedded in the core of Business Services qualifications and supplemented, where relevant, by providing a broad understanding of more specialist, technical skills. This may be assisted by the deletion or amalgamation of existing duplicative or superfluous units of competency.

Employers are increasingly seeing it as their role as to provide necessary highly-specialised upskilling or re-skilling through on-the-job learning. Employers are mostly better equipped (than the vocational education and training system) to undertake targeted training in these organisation-specific areas of need. Training products in the Business Services Training Package should therefore not seek to provide training at this level of specificity, except where there is a demonstrable national need as articulated by industry.

The above issues can be overcome by streamlining superfluous training products (particularly qualifications), reviewing core skills and better aligning the remaining training products to current and future Business Services sector job roles. Where Business Services qualifications (and the skills contained therein) are seen by industry as being more broadly applicable and more meaningfully aligned to occupational outcomes, this will result in greater employment outcomes and, in turn, increase learner enrolments.

Structure of existing training does not meet industry desire for flexibility and agility

Industry is responding to skills needs arising as a result of **digital change and new ways of working**. Consultation found that the structure of many Business Services qualifications is acting as a barrier to industry recognition and engagement with the Training Package. In many instances the packaging rules of qualifications are acting as a deterrent to enrolment, whereas in other instances they are having the effect of diluting learner skills. These are examined in further detail, below.

Desire for more agile training

There is increasing demand for ‘micro-credentialing’ by industry. These are short pieces of training delivery that focus on sets of skills for changing work environments (e.g. coding and programming). Demand by employers is shifting heavily toward this skill-based ‘just in time’ learning, rather than traditional qualification-based learning. The higher education sector is seen by industry to have adapted more successfully to demand in this area, partly as a result of the lack of meaningful uptake of skill sets in vocational training to date.

Learners and industry are opting for shorter, more bespoke training solutions. This is particularly the case where upskilling existing employees. The lack of flexibility of nationally recognised training in the Business Services Training Package is leading to an increasing number of accredited courses. Learners are also preferring targeted short-courses to fill technical skill gaps, rather than full qualifications.

This behaviour is particularly prevalent in small businesses. Individuals in small businesses are typically time-poor and this often precludes them from participating in nationally recognised training in the form of full qualifications. In addition to this, a formal qualification testamur is seen to be of little value to these learners. These factors are leading to this target learner cohort opting for privately-developed training offerings of recognised brands such as Telstra and NAB and eschewing the national training system or, more worryingly, disengaging from training altogether.

Other issues with Business Services training

Feedback indicates that the packaging rules of many Business Services qualifications are seen by industry to be flawed. The packaging rules in many Diploma qualifications, for example, are insufficiently rigid. This is leading to ill-defined competencies (or skill sets) on the part of a given learner. The Diploma of Business (BSB50215) has no core units, meaning that there is often no consistency of skills gained between learners undertaking the same qualification.⁷⁴ The lack of understanding by industry of the skills gained by completing this qualification is negatively impacting employment outcomes. The training also does not provide the correct balance of enterprise and technical skills, as identified in earlier sections of this Report.

There is an industry-identified need for a stronger core of transferable enterprise skills in non-specialist qualifications, as well as greater availability of skill sets in specialist technical disciplines.

Beyond these issues, there are broader structural issues in the Training Package. There is a strong view from consultation that there is insufficient differentiation between qualifications, meaning that there are too many similar qualifications in the Business Services Training Package. This further contributes to industry's lack of understanding of intended skills outcomes. There are seven Business Administration qualifications (BSB30415, BSB30515, BSB30915, BSB31015, BSB31115, BSB40515, BSB50415), each with only minor variations. Employers are finding it challenging to differentiate between these qualifications. The Certificate III in Business (BSB30115) and the Certificate III in Business Administration (BSB30415) are widely seen as being near-indistinguishable, both in their content and intended application.

Consultation has overwhelmingly supported the idea that learners and industry want Business Services training to act as a mechanism for developing transferable enterprise skills that will enable success across a number of roles in the Business Services sector. This is particularly relevant in the 'Business Operations' Skill Sector. The streamlining of 20 'Business Operations' qualifications (refer to **'Proposed Responses' in this Section**) will reduce duplication across the Training Package, whilst also enhancing industry understanding of the relevant training that is accessible. The significant reduction of duplicative units of competency through deletion and amalgamation will also result in fewer, stronger training products that attract industry recognition.

The inflexibility of Business Services training, most notably as experienced by small business, can be addressed by the creation of skill sets.⁷⁵ A review of assessment requirements across the Training Package will also increase flexibility and engagement.

Increasing need for skills that are transferable across Business Services job roles

There is a fundamental restructure taking place in the Australian economy. These meta-trends (set out in **Section 2 of this Report**) are leading to public and private sector initiatives that demand new and different capabilities in response to the creation of many new job roles. The success of this transition to the new economy is dependent on the strategic development of education and training, requiring a more dynamic and forward-looking interaction between skills and occupational outcomes.

Transferable enterprise skills

Skills that are 'transferable' are those that are applicable to multiple tasks or job roles, irrespective of the context in which they were first acquired. More transferable (or widely applicable) skills are increasingly valuable to all individuals participating in the workforce. Participants in the **'gig economy'**, for example, will need highly transferable skills to transition between jobs and roles with ease.

⁷⁴ It is noted that this qualification was originally designed to provide flexibility for learners, and intended to act as an 'enabler'.

⁷⁵ It is noted that skill sets are required to be linked to a qualification. Deletion of qualifications may have flow-on effects for skill sets that must be considered.

It is well-recognised that workers are less likely to remain in the same job, the same organisation, or the same industry throughout their working lives. Workers need to possess a range of transferable skills that provide employers with a more flexible, adaptable and mobile workforce, whilst also facilitating worker mobility (both occupationally and geographically) and making it easier for workers to establish and develop their own occupational pathways.⁷⁶ This is in line with industry feedback gathered through consultation and particularly relevant in light of trends towards **globalisation** and **remote teaming**.

The creation of a workforce that is equipped with skills that are transferable across the Business Services sector is of high importance and priority. This requires the encouragement of continuous training through improved learner pathways, and to provide all learners (irrespective of demographic characteristics – e.g. age, gender, socio-economic background) with the skills that they need to be able to work flexibly across job roles. Workers will need to develop and maintain transferable skills in order to succeed in the new economy.⁷⁷

The Business Services Training Package, although possessing a diverse skill offering, does not effectively support the transferability of skills across job roles and across the Business Services sector as a whole. As established above, learners and industry find it challenging to connect existing training products with occupations in the sector and it is difficult to ascertain the key transferable skills that the qualifications are centred around. As a result, industry has indicated ongoing concerns and confusion about the fundamental transferable skills which Business Services learners possess after completion of training.

Many transferable enterprise skills have been identified through consultation. A selection of these have been set out in Table 9 below.

Table 9: Key transferable enterprise skills identified through industry consultation

Commercial awareness	Communication (both oral and written)	Creativity
Data literacy	Digital competence	Emotional intelligence
Entrepreneurship	Innovation	Leadership
Objectivity	Persuasiveness and influence	Problem solving
Project management	Resilience	Self-awareness
	Teamwork and cooperation	

Industry has strongly communicated that these transferable enterprise skills need to be embedded in the core units of non-specialist Business Services qualifications, as these are the fundamental transferable skills that learners need across Business Services job roles.

Transition away from heavily contextualised training

Historically, the focus of the Business Services Training Package has been to align training to technical occupational outcomes (e.g. library technician, human resources manager, work health and safety advisor). The convergence of many roles in the Business Services sector over the past five years has created a need for learners to possess a much broader skill set. The Training Package has failed to keep up with the pace of change and this need is not currently supported. Existing non-specialist qualifications do not sufficiently equip learners with the transferable enterprise skills identified by industry in Table 9.

The current Business Services Training Package (Release 2.0) contains heavily contextualised training products at the expense of transferable skills that are applicable to various work environments. An example of this is ‘Time management for small business’ (BSBSMB414). This unit is contextualised to small business, whereas planning and organisation are key transferable skills for learners right across the Business Services sector.

While skill contextualisation can be beneficial within its specified context, it can have the undesirable impact of prohibiting a larger learner cohort from engaging with the training, and creates the need for greater numbers of

⁷⁶ Transferability of Skills across Economic Sectors, RPIC-ViP (2011)

⁷⁷ Ibid

training products. It is the view of many within industry that any such contextualisation should take place at the level of training delivery, and not in the Training Package.

The Business Services Training Package serves a vital role in equipping learners in many industries (given the high frequency of Business Services units being imported into qualifications in other Training Packages) with skills that will enable them to work and succeed in many industry contexts. By identifying transferable enterprise skills and more effectively embedding them in the core of non-specialist qualifications across the Training Package, the needs of learners and industry across the economy will be better served. This de-contextualisation and simplification will promote training that better aligns to the identified skills needs of the future of the Business Services sector.

The **rise of the 'gig economy'** also requires a considered response from the Training Package. Having fewer Business Services qualifications that have more transferable enterprise skills embedded in the core, will better support career-changers and individuals that are operating across industries (both of which will become increasingly prevalent in the Australian economy). As addressed earlier in this Report, these individuals will be better equipped to work autonomously, think critically and problem solve, and have the strong interpersonal skills required to succeed.

Current training often does not contain pathways for further learning as required for current and future job roles

In order to better prepare the Business Services workforce for disruption caused by **technological and digital change**, more effective pathways must be established for continual upskilling. Training products in the Business Services Training Package must better align to the Australian Qualifications Framework to support progression and lifelong learning.

Industry has expressed, through consultation, that there are many instances of qualifications and units of competency at different AQF levels between which there are minimal differentiation. This is impacting learner pathways and, in turn, enrolment in many qualifications.

By way of example, this is seen in Human Resources qualifications (BSB41015 – Certificate IV in Human Resources; BSB50615 – Diploma of Human Resources Management). The two qualifications are seen to be similar in content and many learners choose to undertake the more highly-recognised Diploma qualification as an entry-point. The impact of this is that there are significantly more enrolments in the Diploma qualification (34,637 enrolments from 2014-2016) than the Certificate IV (14,849 enrolments over the same period).

It is necessary that the language in many qualifications and units of competency be refined to better align with the AQF. Language used to articulate a vocational outcome should be appropriate in light of the AQF. This will ensure that learners are equipped with training that is appropriate for the complexity of their job role.

Proposed Responses

The Business Services Industry Reference Committee note that the trends shaping the Business Services sector pose both an opportunity and a threat for learners and workers in the sector. In light of these trends, and the Key Drivers for Change set out above, a proactive response from the Business Services Training Package is seen to be imperative.

Methodology for establishing review

All existing units of competency in the Training Package have been mapped to the Skill Sectors set out in **Section 1 of this Report**. The Industry Reference Committee identified that the Training Package is home to many non-specialist training products that service job roles such as: small business owners and employees; leaders, supervisors, and managers; business administration staff; and project managers. As identified in earlier sections of this Report, these Business Services job roles cut across a number of industries.

An update of units of competency in non-specialist Business Services Skill Sectors (i.e. Business Operations, Business Management, Leadership and Management, and Project Management) is proposed to ensure that learners are best equipped with the transferable enterprise skills identified by industry as being needed for success in the current and future Business Services workforce (title: **Business Enterprise Skills Project**). Existing qualifications have then been allocated between Skill Sectors.

The Business Enterprise Skills Project will ultimately result in the reshaping of non-specialist Business Services qualifications, by embedding transferable enterprise skills in the core unit list and creating specialist elective streams where necessary to provide pathways for specialisation and upskilling.

This suite of training products will better equip Business Services learners with flexibility and the ability to be transferable across organisations and job roles. These training products will best serve the needs of individuals in the non-specialist Business Services job roles identified above.

2017-18 Technical Skills Project

The Industry Reference Committee also identify that there are several highly-technical Skill Sectors within the Business Services Training Package that are directly aligned to professions (i.e. Aboriginal and Torres Strait Islander Governance, Compliance and Risk Management, Human Resources, Information Management, Legal Services, Marketing, Procurement, and Work Health and Safety). The training products that are aligned with these technical Skill Sectors will be updated separately as part of the 2017-18 Technical Skills Project. The purpose of the Technical Skills Project is to examine each technical Skill Sector and address the identified trends and drivers in the context of each industry. This may, for example, result in the creation of specialist skill sets to address industry desire for more bespoke technical training offerings.

Between the Business Enterprise Skills Project (2018-20) and Technical Skills Project (2017-18), a thorough review of the Business Services Training Package will occur. All units of competency will have been reviewed during the four year-review period. It is intended that a single Case for Endorsement will be submitted in respect of the two projects, resulting in a single BSB Training Package release, likely in December 2019.

Business Enterprise Skills Project

This will encompass an update of non-technical Business Services qualifications, skill sets, and units of competency, with a view to streamlining duplicative and superfluous training products, and strengthening the presence of transferable enterprise skills in the Training Package.

The following is proposed in response to the above Key Drivers for Change for the Business Enterprise Skills project:

Total existing training products for update	39 qualifications	312 units of competency
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Refer to **Appendix C** for a full list of qualifications and units of competency in scope.

1. Streamlining of 21 'Business Operations' qualifications. This amalgamation will reduce duplication across the Training Package, while also enhancing industry awareness of the 'right fit' qualification for particular organisations. The following qualifications will be streamlined to create one qualification at each AQF level:
 - BSB10115 – Certificate I in Business
 - BSB20115 – Certificate II in Business
 - BSB20215 – Certificate II in Customer Engagement
 - BSB30115 – Certificate III in Business
 - BSB30215 – Certificate III in Customer Engagement
 - BSB30415 – Certificate III in Business Administration
 - BSB30615 – Certificate III in International Trade
 - BSB30915 – Certificate III in Business Administration (Education)
 - BSB31015 – Certificate III in Business Administration (Legal)
 - BSB31115 – Certificate III in Business Administration (Medical)
 - BSB40215 – Certificate IV in Business

BSB40315 – Certificate IV in Customer Engagement
BSB40515 – Certificate IV in Business Administration
BSB40615 – Certificate IV in Business Sales
BSB41115 – Certificate IV in International Trade
BSB42315 – Certificate IV in Environmental Management and Sustainability
BSB50215 – Diploma of Business
BSB50315 – Diploma of Customer Engagement
BSB50415 – Diploma of Business Administration
BSB50815 – Diploma of International Business
BSB60215 – Advanced Diploma of Business

These 21 qualifications will be deleted, and one combined qualification will be created at each AQF level in their place (i.e. six qualifications total). Each new qualification will have core units consisting of transferable enterprise skills, as well as specialist elective streams to support the development of necessary specialist skills and provide specialisation and upskilling pathways.⁷⁸

2. Amalgamation of 2 'Business Management' qualifications to remove duplication:

BSB42515 – Certificate IV in Small Business Management
BSB42615 – Certificate IV in New Small Business

The Small Business Management qualification (BSB42515) will be deleted, and its content considered for inclusion in the New Small Business qualification (BSB42615).

3. Deletion of 7 superfluous qualifications:

BSB30515 – Certificate III in Business Administration (International Education)
BSB40715 – Certificate IV in Franchising
BSB40915 – Certificate IV in Governance
BSB50515 – Diploma of Franchising
BSB52315 – Diploma of Governance
BSB80515 – Graduate Certificate in Management (Learning)
BSB80615 – Graduate Diploma of Management (Learning)

4. Minor amendments to 9 qualifications to address Key Drivers for Change, and embed transferable enterprise skills (including bringing greater clarity to Qualification Descriptions and reviewing AQF-alignment). These qualifications are seen by industry to be of a reasonable standard, and only in need of minor amendment to ensure compliance with current training product policy, and alignment to current industry practices:

BSB30315 – Certificate III in Micro Business Operations
BSB42015 – Certificate IV in Leadership and Management
BSB41515 – Certificate IV in Project Management Practice
BSB51915 – Diploma of Leadership and Management
BSB51415 – Diploma of Project Management

⁷⁸ The outcomes of research and consultations across all stakeholder groups will be drawn on prior to finalising the configuration of these qualifications.

BSB61015 – Advanced Diploma of Leadership and Management

BSB80315 – Graduate Certificate in Leadership and Diversity

BSB80415 – Graduate Diploma of Portfolio Management

BSB80215 – Graduate Diploma of Strategic Leadership

5. Update 83 units of competency to amalgamate where applicable, with the view to reducing duplication across the Training Package. Refer to **Appendix C** for a summary of proposed response by Companion Volume Unit Sector.
6. Update 172 units of competency for ongoing industry currency. These units of competency require update to reflect developing skills needs in each Skill Sector, as determined by consultation during the Case for Change phase. Refer to **Appendix C** for a summary of proposed response by Companion Volume Unit Sector.
7. Review with the intention to delete 57 units of competency. These units of competency are outdated or significantly duplicate existing units of competency. Refer to **Appendix C** for a summary of proposed response by Companion Volume Unit Sector.
8. Import newly created units of competency from cross-sector projects:
 - a. Cyber security (import into 'Business Management' qualifications)
 - b. Data analytics (import into 'Business Management' and 'Business Operations' qualifications)
 - c. Teamwork and communication (import and replace existing Business Services units of competency where applicable)
 - d. Customer engagement (units of competency and Skill Sets to replace existing Business Services qualifications and units of competency where applicable)
9. Update 57 Business Services Skill Sets to address changes made to the composition of units of competency in the Training Package (ref. Proposed Changes 5-8).⁷⁹

Impact of Proposed Responses for occupations in the Business Services sector

Conducting a review of all non-specialist Business Services qualifications, skill sets, and units of competency in the manner proposed (i.e. with a key focus on strengthening the presence of transferable enterprise skills) will ensure that learners and workers are provided with up to date training that is recognised by industry. This means learners will be better equipped to perform tasks and job roles desired by industry – also having the effect of creating better employment outcomes for Business Services learners.

The streamlining of existing qualifications and units of competency will reduce the significant level of duplication across the Training Package and address widespread confusion among stakeholders. It is anticipated that this will produce better employment outcomes for learners and therefore result in greater enrolment in the training products.

Occupations in the Business Services sector will be substantially better supported by vocational education and training. Occupations that are impacted may include (but are not limited to) the following:

- Small business owners and employees;

⁷⁹ It is noted that skill sets are required to be linked to a qualification. Deletion of qualifications may have flow-on effects for skill sets that must be considered.

- Entrepreneurs and intrapreneurs (i.e. individuals working within large organisations that undertake innovative or entrepreneurial projects);
- Leaders/Supervisors/Managers;
- Project, Program, and Portfolio Managers;
- Customer services representatives;
- Business administration staff;
- Sales representatives; and
- Executive Assistants.

Impact of Proposed Responses for stakeholders

Extensive consultation has been conducted with potentially affected stakeholders during this process. The views of all stakeholder groups were sought as to the Proposed Responses outlined above.

The table below sets out anticipated or potential impacts of the Proposed Responses, segmented by stakeholder group.

Stakeholder group	Likely impact(s)
Industry/Employers	<ul style="list-style-type: none"> • Prospective employees that are better equipped to perform job roles, and perform across more than one job role within the organisation; • Greater clarity around training benefits and outcomes; • Increased digital competence, data literacy, and emotional intelligence of workforce; • Larger skilled talent pool from which to employ.
Training Providers	<ul style="list-style-type: none"> • Increase in completion rates as a result of training that is better aligned to occupational outcomes; • Decrease in duplication across units of competency; • Training products that are more easily contextualised to client/learner needs; • Increased future-fit units of competency and Skill Sets that are aligned to practical outcomes.
Learners	<ul style="list-style-type: none"> • Greater employment outcomes as a result of industry engagement with the Training Package; • Better long-term employability outcomes as a result of being better equipped to transition between job roles; • Greater clarity of training benefits and outcomes.
Other Training Products	<ul style="list-style-type: none"> • Improved learning outcomes in Training Packages and training products across the VET sector – given the heavy incidence of Business Services units of competency being imported into other Training Packages.

Risks associated with not proceeding with Proposed Responses

The base case (the ‘do nothing’) option must be considered as an alternative to the Proposed Responses in order to enable effective comparison between the two scenarios. This option negates the need for investment in the Training Package, however does not address the identified Key Drivers for Change.

The likely impacts of not carrying out the Proposed Responses are outlined below:

Key Driver for Change	Likely impact(s) if not addressed
Digital and technological change has caused a shift in job roles which has led to a lack of alignment with the composition of existing qualifications in the Training Package	Industry will likely continue to be disengaged from the Business Services Training Package. This ultimately leads to suboptimal job outcomes for learners.
Structure of existing training does not meet industry desire for flexibility and agility	Learners will likely be ill-equipped to carry out existing job roles in the Business Services sector. Business Services learners will continue to be perceived to be less employable than their higher education graduate peers.

Key Drivers for Change and Proposed Responses

Key Driver for Change	Likely impact(s) if not addressed
Increasing need for skills that are transferable across Business Services job roles	Business Services learners may be left at a significant disadvantage in tomorrow's economy. These individuals may be ill-equipped to transition between industries and job roles, as will become increasingly prevalent in the future.
Current training does not contain pathways for further learning as required for current and future job roles	Failure to better align language in the training products to the Australian Qualifications Framework will likely result in learners not being equipped with the right standard of training, as well as many training products continually being underutilised.

4 Proposed Schedule of Work

As a Skills Service Organisation, our mandate to our Industry Reference Committee is to review all units of competency in the Business Services Training Package within each four year period. This is stipulated by the Australian Industry and Skills Committee.

The Proposed Schedule of Work presents a four year rolling schedule for the review of these training products, to be revised and submitted to the Australian Industry and Skills Committee each year. Created in partnership with the Business Services Industry Reference Committee, the Proposed Schedule of Work presents Cases for Change anticipated to be prepared through to June 2022. This section is structured in two parts:

- **Status of 2016-17 projects and Proposed Schedule of Work 2017-18 to 2021-22**
- **2018-19 project details including the rationale behind the project, Ministers’ priorities addressed, consultation plan, and project scope**

Please refer to **Appendix C** for a summary of the training product changes being proposed in 2018-19.

Proposed Schedule of Work 2017-18 to 2021-22

Table 10 presents a status of the 2016-17 to 2021-22 projects. Specifically, it contains the activities endorsed by the Industry Reference Committee in the previous Industry Skills Forecast. Previously endorsed projects have been reviewed to ensure alignment with Australian Industry and Skills Committee and COAG Industry and Skills Ministers’ priorities, following advice from the Federal Department of Education and Training. Specifically, the Federal Department of Education and Training asks that the review of units of competency is aligned to the qualifications that form part of the VET Student Loans Program, review of qualifications with low or no enrolments, reduction of duplication across the system, creation of cross-industry units of competency, and greater recognition of skill sets.

Note: The Business Services Industry Reference Committee undertook a prioritisation exercise in November 2017, enabling the reconstituted Industry Reference Committee to review and update the Schedule of Work to align to shifting industry need. It was proposed that the remaining review of the Training Package would be split into two large projects. Refer to Table 10 below.

Table 10: Status of 2016-17 to 2021-22 projects

Year	Project code	Project name	Status	Number of Native UoCs
2016-17	1a	Review units of competency and skill sets which support small to medium business adapt to the impacts of digital change (Digital Change in SMBs)	Case for Endorsement submitted for consideration at Australian Industry and Skills Committee meeting (5 June 2018)	25
2016-17	1b	Review the performance of behavioural and communication skills (emotional intelligence) included in the Diploma of Leadership and Management to assess evidence of outcomes and inform the suitability for these skills to be incorporated more broadly in other Business Services qualifications (Emotional Intelligence)	Case for Endorsement submitted for consideration at Australian Industry and Skills Committee meeting (5 June 2018)	5

Proposed Schedule of Work

Year	Project code	Project name	Status	Number of Native UoCs
2016-17	1c	Review purchasing qualifications within Business Services to determine the changes required to fulfil industry skill demands. Pending the results of this review, qualifications may either be removed or substantially overhauled (Procurement)	Case for Endorsement endorsed at Australian Industry and Skills Committee meeting (10 April 2018)	14
2016-17	1d	Reinstatement of the Advanced Diploma of Project Management and review the continued relevance of the Advanced Diploma of Program Management (Program Management)	Case for Endorsement submitted for consideration at Australian Industry and Skills Committee meeting (5 June 2018)	4
2016-17	1g	Review work health and safety qualifications and units of competency with a view to align these qualifications with the global OHS capability framework and address identified deficiencies in Training Package content (Work Health and Safety)	Preparation of Case for Endorsement in progress	TBC
Total UoCs updated				48
2017-18	2a	Update specialised training products within the Business Services Training Package (those that align to established professions) for currency and ongoing industry relevance (Technical Skills)	Case for Change submitted for consideration at Australian Industry and Skills Committee meeting (5 June 2018)	207
Total UoCs planned to be updated in current year				207
2018-20	3a	Update non-technical Business Services qualifications, skill sets, and units of competency, with a view to streamline duplicative and superfluous training products, and strengthen the presence of transferable enterprise skills in the Training Package (Business Enterprise Skills)	IRC commissioned development of a Case for Change	312
Total UoCs planned to be updated in years 1 and 2				312
2020-21	-	Update training products originally in scope of 2016-17 work that were not amended for currency and relevance	-	TBD
Total UoCs planned to be updated in year 3				TBD
2021-22	-	Update training products originally in scope of 2017-18 work that were not amended for currency and relevance	-	TBD
2021-22	-	Review the need for the creation of new training products to cater for new and emerging technologies and related skills	-	TBD
Total UoCs planned to be updated in year 4				TBD
Total UoCs to be updated in all years				567

Appendix C presents the Business Services Industry Reference Committee's Proposed Schedule of Work through to June 2020. As projects have been defined on a unit of competency basis, only indicative qualifications have been included to show where a project has a focus aligned with a qualification. This does not mean that all the units of competency from that qualification are included in the project, nor that they are the only qualifications that contain the included units.

2018-19 Project Details in the Proposed Schedule of Work

The Federal Department of Education and Training has advised that the Australian Industry and Skills Committee will use the recommendations made by all Industry Reference Committees, together with an analysis of the relevant Industry Skills Forecast and Proposed Schedule of Work reports, to develop a national schedule of all units of competency across Training Packages.

The below table summarises how the 2018-19 project relates to workforce and training demand to assist the Australian Industry and Skills Committee to form a national schedule that prioritises future workforce needs.

	Occupations/skills impacted	Evidence of future workforce demand ⁸⁰	Evidence of VET training demand	Project outcomes
See for more information:	Section C – <i>Impact of Proposed Responses for stakeholders</i>	Section B - <i>Industry Employment Outlook</i>	Section C – <i>Key Drivers for Change</i> ⁸¹	Section C – <i>Key Drivers for Change</i>
Project 3a: Business Enterprise Skills Project	Anticipated to impact a broad range of current and emerging occupations across the Business Services sector, including: <ul style="list-style-type: none"> Small business owners and employees; Entrepreneurs and intrapreneurs; Leaders/Supervisors/Managers; Project, Program, and Portfolio Managers; Customer service representatives; Business administration staff; Sales representatives; Executive Assistants. 	Moderate-strong occupational growth is projected over the next five years with a 4.6% increase in employment of individuals in Business Services occupations. Accelerated growth is expected in many Business Services occupations including, for example: <ul style="list-style-type: none"> Management and Organisation Analysts (15.4% increase); Customer service representatives (17.3% increase). 	Qualifications in scope are well enrolled, for example: <ul style="list-style-type: none"> 35,578 in BSB50215 Diploma of Business. 16,970 in BSB42015 Certificate IV in Leadership and Management. Current gap in formal training: Employers and industry report that learners are not effectively equipped for participation in the sector, citing a lack of digital and technological skills in many cases.	Reviewing these training products with a key focus on strengthening the presence of transferable enterprise skills will ensure that learners and workers are better equipped to perform tasks and job roles desired by industry, as well as to transition between job roles across the economy . The streamlining of existing qualifications and units of competency will reduce the significant level of duplication across the Training Package and address widespread confusion among stakeholders. It is anticipated that this will produce better employment outcomes for learners and therefore result in greater enrolment in the training products .

Business Enterprise Skills

Description

Update non-technical Business Services qualifications, skill sets, and units of competency, with a view to streamline duplicative and superfluous training products, and strengthen the presence of transferable enterprise skills in the Training Package.

The Business Enterprise Skills Project will ultimately result in the reshaping of non-specialist Business Services qualifications, by embedding transferable enterprise skills in the core unit list and creating specialist elective streams where necessary to provide pathways for specialisation and upskilling.

Rationale

Key drivers for change:

- Digital and technological change has caused a shift in job roles which has led to a lack of alignment with the composition of existing qualifications in the Training Package;

⁸⁰ Please note employment projections at an industry level are confined to specific industry definitions (as defined by Australian Bureau of Statistics under ANZSCO), and therefore may not reflect industry terminology. For more information, please refer to Section C.

⁸¹ Also see Appendix B for enrolments.

- Structure of existing training does not meet industry desire for flexibility and agility;
- Increasing need for skills that are transferable across Business Services job roles; and
- Current training often does not contain pathways for further learning as required for current and future job roles.

Please see **Section 3 Key Drivers and Proposed Responses** (commencing on page 22) for more information.

Ministers' Priorities

Reform	Evidence of reform being addressed
Removing obsolete and superfluous qualifications from the training system	The training package components in the scope of this Case for Change are meeting skills needs for which no other training currently exists. Training products identified as obsolete or superfluous during industry consultations will be deleted or amalgamated.
Making more information available about industry's expectations of training delivery	Training package components will be written so that they align with industry expectations for training delivery, and will be released with a Business Services Companion Volume that provides additional information.
Ensuring the training system better supports individuals to move easily from one related occupation to another	Training package components will be amended to ensure they are providing learners with skills that are transferable across industries and occupations.
Improving the efficiency of the training system by creating units that can be owned and used by multiple industry sectors and housing these units in a work and participation bank	Business Services units will be amended to ensure they provide training which is relevant across multiple industries. Units from other training packages will be considered for inclusion in training relevant to the Business Services Training Package.
Fostering greater recognition of skill sets	Future training product development work will consider opportunities to develop skill sets.

Scope of Project

We anticipate that the Case for Endorsement will be submitted to the Australian Industry and Skills Committee for consideration by July 2020. This review Project will be conducted over two years given the size (i.e. volume of training products in scope) and scale (i.e. likely impact on stakeholders in the Business Services sector). It is important that extensive consultation is conducted throughout the Case for Endorsement phase, and that the process is sufficiently thorough.

Please see **Section 3 Key Drivers and Proposed Responses** (commencing on page 22) of this document.

Refer also to **Appendix C** for a full list of qualifications and units of competency in scope.

Consultation Plan

PwC's Skills for Australia has sought and received a substantial volume of feedback from the Industry Reference Committee, State and Territory Authorities, and other stakeholders. Further detailed industry consultation will be undertaken as part of the Case for Endorsement phase and used to inform training product development.

To ensure training product development is a reflection of broad industry-driven demand, PwC's Skills for Australia intends to seek feedback for this project via the following methods:

- Industry Project Working Groups;
- Open forums across a variety of states and locations;
- Focus groups (in person and/or via teleconference);
- Targeted one-on-one consultations (in person and/or via teleconference);
- Online nationwide survey(s);
- Desktop research.

PwC's Skills for Australia intends to engage a wide range of stakeholders relevant to the Business Services sector. Specific stakeholder-types include:

- *Employers*, essential to the vocational education and training sector given the role that they play in demanding the skills that lead to vocational outcomes;
- *Industry associations/Peak bodies*, who act on behalf of the relevant industries and stakeholder groups to represent their needs and promote the interests of their member organisations;
- *Training providers*, who deliver either existing Business Services training products or national/state accredited courses relevant to the area of scope;
- *Public/Government bodies*, who are often responsible for legislative requirements and funding arrangements affecting the Business Services sector.

Examples of stakeholders that are relevant to this project include:

Employers	Industry associations/ Peak bodies	Training Providers	Public/Government bodies
Employers in each of the following size categories:	<ul style="list-style-type: none"> • Australian Council of Trade Unions • Australian Services Union • Professionals Australia • Business Council of Australia • Australian Chamber of Commerce and Industry • Council of Small Business of Australia • Australian Industry Group • Australian Institute of Project Management • Family Business Australia • Local Government Associations 	Both public and private sector training providers, across all states and territories. <ul style="list-style-type: none"> • TAFEs • Canberra Institute of Technology • Dovaston • Edith Cowan College • Charles Darwin University • Australian Institute of Management • Swinburne University 	<ul style="list-style-type: none"> • Department of Defence • Department of Innovation and Science Australia • Small Business Commissioner
<ul style="list-style-type: none"> • 0-20 emp. (small) • 21-200 emp. (medium) • 200+ emp. (large) 			
Employers across the public, private and social sectors.			
Employers in all industries.			
Employers across all states and territories.			

Table 11: Indicative approach to stakeholder consultation for the Business Enterprise Skills Project

Stage	Key activities	Outcomes
Research, establish and confirm Project Working Group	<ul style="list-style-type: none"> • Identification of Project Working Group members with relevant expertise and interest • Establish feedback loops with Project Working Groups 	<ul style="list-style-type: none"> • Refine project scope based on the identified industry need • Stakeholders identified for further industry consultation • Key discussion points to be explored in further industry consultation activities
Gather broad sector perspectives as to the issues faced and options to address	<ul style="list-style-type: none"> • Conversations with subject matter experts • Gather industry views on how current training products are categorised: <ul style="list-style-type: none"> – fit for purpose; – requires review and/or change; – no longer relevant/required; 	<ul style="list-style-type: none"> • Tailored consultation • Build basis and evidence for Case for Endorsement, associated risks, and proposed scope based on broad voice of industry • Refined scope and direction of projects • Increased transparency of work underway and opportunities to contribute

Proposed Schedule of Work

Stage	Key activities	Outcomes
	<ul style="list-style-type: none"> • Identify concerns and risks associated with the potential changes • Develop public survey and make available online for completion by all interested stakeholders 	
<p>Validate findings with Industry Reference Committee and build evidence base</p>	<ul style="list-style-type: none"> • Additional independent research and data analysis (as required) to test and build evidence to support Case for Endorsement • Ensure review has sufficient industry-based evidence to support the Case for Endorsement and conduct additional consultation as required 	<ul style="list-style-type: none"> • Case for Endorsement strengthened • Recommendations refined • Broad consensus on actions and outcomes reached
<p>Gather feedback to identify opportunities for improvement</p>	<ul style="list-style-type: none"> • Complete documentation of recommendations (Draft One) • Seek Project Working Group feedback • Session with Business Services Industry Reference Committee to confirm consensus and obtain detailed change requests 	<ul style="list-style-type: none"> • Project Working Group feedback obtained and incorporated • Business Services Industry Reference Committee feedback obtained and incorporated

Appendix A Administrative information

About PwC's Skills for Australia

PwC's Skills for Australia supports the Business Services Industry Reference Committee.

As a Skills Service Organisation, PwC's Skills for Australia is responsible for engaging with industry and working with our Industry Reference Committee to:

- Research what skills are needed in industries and businesses, both now and in the future, to provide the right skills to match job needs; helping us to stay at the forefront of global competitiveness and support continued economic prosperity.
- Identify and understand current and emerging trends in the global and domestic economies and how they impact on Australia's skills needs.
- Revise vocational qualifications and training content to better match what people will learn with the skills needs of industries and businesses, giving workers the best possible chance of developing work ready skills.

About the Industry Reference Committee

The Business Services Industry Reference Committee comprises **13** members. The Committee was refreshed in August 2017, and has set the review and development agenda for the Business Services Training Package over the coming four year period. The 2018 Industry Skills Forecast and Proposed Schedule of Work was reviewed and approved by the membership below in May 2018.

Table 12: Business Services Industry Reference Committee membership

Name	Organisation	Title	Role
Judy Brooker	Australian Library and Information Association	Director of Learning	Chair
Yvonne Webb	Industry Skills Advisory Council (NT)	Industry Engagement Officer	Deputy Chair
Rita D'Arcy	Particularly People	Founder & Principal	Member
Lynda Douglas	Department of Defence	Director of Learning Capability Development	Member
Tanya Harris	The Fred Hollows Foundation	Global Procurement Lead	Member
Michael Magelakis	SSMI Group	Founder & Chief Executive Officer	Member
Louise McGrath	The Australian Industry Group	National Manager – Business and International Advisory Services	Member
Pam Pryor	The OHS Body of Knowledge	Manager OHS BoK Development	Member
Shaun Ridley	Australian Institute of Management (WA)	Deputy Chief Executive Officer	Member
Ian Sharpe	DXC Technology	Principal	Member
Kate Stone	AUB Group Limited	Head of Human Resources	Member
Peter Strong	Council of Small Business of Australia	Chief Executive Officer	Member
Linda White	Australian Services Union	Assistant National Secretary	Member

Appendix B Business Services Training Package profile

There are 66 qualifications in the Business Services Training Package (see Table 13). Of the estimated 4.2 million learners enrolled in vocational education and training qualifications in 2016, close to 420,000 were enrolled in Business Services qualifications (10 percent of all learners in the vocational education and training sector). This represents a decline of 8.8 percent in enrolments over the past year.⁸² Table 13 shows the number of enrolments in Business Services qualifications.

Note: These represent qualifications in the current Training Package (Release 2.0.) and therefore do not represent superseded qualifications.

Table 13: Scale of qualification involvement

Qualifications	Enrolments (2016)	RTOs with scope (2018)
Business Management		
Certificate III in Micro Business Operations	1,748	75
Certificate IV in Franchising	6	6
Certificate IV in Governance	17	16
Certificate IV in Small Business Management	7	35
Certificate IV in New Small Business	3,117	226
Diploma of Franchising	17	8
Diploma of Governance	N/A	1
Graduate Certificate in Management (Learning)	8	25
Graduate Diploma of Management (Learning)	49	33
Business Operations		
Certificate I in Business	7,290	278
Certificate II in Business	40,872	618
Certificate II in Customer Engagement	2,085	52
Certificate III in Business	33,460	582
Certificate III in Customer Engagement	4,673	129
Certificate III in Business Administration	18,107	420
Certificate III in Business Administration (International Education)	N/A	1
Certificate III in International Trade	2	2
Certificate III in Business Administration (Education)	386	23
Certificate III in Business Administration (Legal)	882	37
Certificate III in Business Administration (Medical)	5,333	72
Certificate IV in Business	14,028	52

⁸² Students and courses 2016, National Centre for Vocational Education Research (2017)

Business Services Training Package profile

Qualifications	Enrolments (2016)	RTOs with scope (2018)
Certificate IV in Customer Engagement	1,675	96
Certificate IV in Business Administration	7,580	278
Certificate IV in Business Sales	788	72
Certificate IV in International Trade	1,058	25
Certificate IV in Environmental Management and Sustainability	2	4
Diploma of Business	35,578	681
Diploma of Customer Engagement	21	23
Diploma of Business Administration	5,225	180
Diploma of International Business	1,993	47
Advanced Diploma of Business	3,222	228
Leadership and Management		
Certificate IV in Leadership and Management	16,970	581
Diploma of Leadership and Management	35,537	870
Advanced Diploma of Leadership and Management	6,682	372
Graduate Certificate in Leadership and Diversity	13	12
Graduate Diploma of Strategic Leadership	245	36
Project Management		
Certificate IV in Project Management Practice	5,228	207
Diploma of Project Management	14,162	304
Advanced Diploma of Program Management	135	47
Graduate Diploma of Portfolio Management	27	11
ATSI Governance		
Certificate IV in Business (Governance)	74	21
Diploma of Business (Governance)	140	11
Compliance and Risk Management		
Diploma of Quality Auditing	1,435	95
Legal Services		
Certificate IV in Legal Services	885	21
Diploma of Conveyancing	418	9
Diploma of Legal Services	973	24
Advanced Diploma of Conveyancing	371	7
Human Resources		
Certificate IV in Human Resources	4,046	122
Diploma of Human Resources Management	11,760	174
Advanced Diploma of Management (Human Resources)	857	61
Marketing		
Certificate IV in Marketing and Communication	1,038	103
Diploma of Marketing and Communication	463	118
Advanced Diploma of Marketing and Communication	58	82

Qualifications	Enrolments (2016)	RTOs with scope (2018)
Information Management		
Certificate III in Recordkeeping	38	19
Certificate III in Library and Information Services	52	17
Certificate IV in Recordkeeping	117	14
Certificate IV in Library and Information Services	79	17
Diploma of Recordkeeping	7	4
Diploma of Library and Information Services	179	19
Advanced Diploma of Recordkeeping	20	2
Work Health and Safety		
Certificate III in Work Health and Safety	2,529	92
Certificate IV in Work Health and Safety	16,348	384
Diploma of Work Health and Safety	3,099	178
Advanced Diploma of Work Health and Safety	420	42
Procurement		
Certificate IV in Purchasing	64	15
Diploma of Purchasing	75	15

Licensing, regulatory or industry standards issues

Vocational education and training is often used as part of obtaining a licence or meeting certain regulatory requirements in a number of industries.

Table 14 identifies the licensing or regulatory requirements that exist in relation to the Business Services Training Package. These requirements are generally addressed by the creation of units of competency and skill sets specific to certain qualifications. Completion of these units of competency and/or skill sets are often required in conjunction with other qualifications and work experience.

Table 14: Licence and Regulatory Requirements

Requirement	Jurisdiction and requirement	Qualification
Licensing of conveyancers	New South Wales Conveyancers must be licensed. Compliance with the Conveyancers Licensing Act (2003) and the Conveyancing Licensing Regulation (2015).	<ul style="list-style-type: none"> Diploma of Conveyancing Advanced Diploma of Conveyancing
	Victoria Conveyancers must be licensed. Compliance with the Conveyancers Act (2006).	
	Queensland No conveyancing legislation. Need to hire a legal practitioner or conveyancer working within a law firm.	
	Western Australia Settlement Agents' licence required.	
	South Australia Conveyancers must be registered. Compliance with the Conveyancers Act (1994).	
	Tasmania Conveyancers must be licensed. Compliance with the Conveyancing Act (2004).	
	Northern Territory Conveyancers must be licensed. Compliance with the Agents Licensing Act (1979).	
	Australian Capital Territory No conveyancing legislation. Need to hire a legal practitioner or conveyancer working within a law firm.	

Source: Business Services Training Package 2.0 Implementation Guide

Note: The table above only shows Business Services qualifications which have been identified as having legislative or licensing requirements in the Business Services Training Package Version 2.0. Other legislative or licensing requirements may exist for individual Business Services units of competency or qualifications, which have not been identified in the Business Services Training Package 2.0.

Workers in the Business Services sector may be required to comply with licensing and regulation outside the scope of this Training Package. Examples include:

- Work health and safety.** Individuals in work health and safety roles may be required to enter a construction site during the course of their work. If doing so, they may be required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work.
- Health sector.** Workers in the health sector that deal with personal information during the course of their work (such as medical receptionists) may have obligations under the *Privacy Act 1988 (Cth)* that regulates the manner in which individuals' personal information is handled.

Appendix C Proposed Schedule of Work 2018-20

Project code and name	Planned review year	Training Package code and name	Qualification Code	Qualification Name
Project 3a Business Enterprise Skills Project	2018-20	BSB Business Services Training Package	BSB10115	Certificate I in Business
			BSB20115	Certificate II in Business
			BSB20215	Certificate II in Customer Engagement
			BSB30115	Certificate III in Business
			BSB30215	Certificate III in Customer Engagement
			BSB30415	Certificate III in Business Administration
			BSB30515	Certificate III in Business Administration (International Education)
			BSB30615	Certificate III in International Trade
			BSB30315	Certificate III in Micro Business Operations
			BSB30915	Certificate III in Business Administration (Education)
			BSB31015	Certificate III in Business Administration (Legal)
			BSB31115	Certificate III in Business Administration (Medical)
			BSB40215	Certificate IV in Business
			BSB40315	Certificate IV in Customer Engagement
			BSB40515	Certificate IV in Business Administration
			BSB40615	Certificate IV in Business Sales
			BSB40715	Certificate IV in Franchising
			BSB40915	Certificate IV in Governance
			BSB42515	Certificate IV in Small Business Management
			BSB42015	Certificate IV in Leadership and Management
BSB42615	Certificate IV in New Small Business			
BSB41115	Certificate IV in International Trade			
BSB42315	Certificate IV in Environmental Management and Sustainability			

Project code and name	Planned review year	Training Package code and name	Qualification Code	Qualification Name
			BSB41515	Certificate IV in Project Management Practice
			BSB50215	Diploma of Business
			BSB50315	Diploma of Customer Engagement
			BSB50415	Diploma of Business Administration
			BSB50515	Diploma of Franchising
			BSB51415	Diploma of Project Management
			BSB51915	Diploma of Leadership and Management
			BSB52315	Diploma of Governance
			BSB50815	Diploma of International Business
			BSB60215	Advanced Diploma of Business
			BSB61015	Advanced Diploma of Leadership and Management
			BSB80515	Graduate Certificate in Management (Learning)
			BSB80315	Graduate Certificate in Leadership and Diversity
			BSB80615	Graduate Diploma of Management (Learning)
			BSB80215	Graduate Diploma of Strategic Leadership
			BSB80415	Graduate Diploma of Portfolio Management

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBADM101	Use business equipment and resources	BSBADM301	Produce texts from shorthand notes
BSBADM302	Produce texts from notes	BSBADM303	Produce texts from audio transcription
BSBADM307	Organise schedules	BSBADM311	Maintain business resources
BSBADM401	Produce complex texts from shorthand notes	BSBADM405	Organise meetings
BSBADM406	Organise business travel	BSBADM407	Administer projects
BSBADM409	Coordinate business resources	BSBADM411	Produce complex texts from audio transcription
BSBADM502	Manage meetings	BSBADM503	Plan and manage conferences
BSBADM504	Plan and implement administrative systems	BSBADM506	Manage business document design and development
BSBCMM101	Apply basic communication skills	BSBCMM201	Communicate in the workplace
BSBCMM301	Process customer complaints	BSBCMM401	Make a presentation
BSBCMM402	Implement effective communication strategies	BSBCMM501	Develop and nurture relationships
BSBCON401	Work effectively in a business continuity context	BSBCON601	Develop and maintain business continuity plans
BSBCON801	Establish and review the business continuity management framework and strategies	BSBCRT101	Apply critical thinking techniques
BSBCRT301	Develop and extend critical and creative thinking skills	BSBCRT401	Articulate, present and debate ideas
BSBCRT402	Collaborate in a creative process	BSBCRT403	Explore the history and social impact of creativity
BSBCRT501	Originate and develop concepts	BSBCRT601	Research and apply concepts and theories of creativity
BSBCUE203	Conduct customer engagement	BSBCUE204	Collect data
BSBCUE205	Prepare for work in a customer engagement environment	BSBCUE301	Use multiple information systems
BSBCUE302	Deploy customer service field staff	BSBCUE303	Conduct a telemarketing campaign
BSBCUE304	Provide sales solutions to customers	BSBCUE305	Process credit applications
BSBCUE306	Process complex accounts	BSBCUE307	Work effectively in customer engagement
BSBCUE308	Conduct outbound customer engagement	BSBCUE309	Develop product and service knowledge for customer engagement operation
BSBCUE403	Schedule customer engagement activity	BSBCUE404	Collect, analyse and record information

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBCUE405	Survey stakeholders to gather and record information	BSBCUE406	Run a multicentre
BSBCUE407	Administer customer engagement technology	BSBCUE501	Develop business continuity strategy
BSBCUE502	Establish a multicentre	BSBCUE503	Manage data interrogation
BSBCUE504	Integrate customer engagement within the organisation	BSBCUE601	Optimise customer engagement operations
BSBCUE602	Manage customer engagement information	BSBCUE603	Design and launch new customer engagement facilities
BSBCUE604	Develop and maintain a service level strategy	BSBCUE605	Develop and maintain a customer engagement marketing strategy
BSBCUE606	Forecast and plan using customer engagement traffic information analysis	BSBCUE607	Manage customer engagement centre staffing
BSBCUE608	Manage customer engagement operational costs	BSBCUS201	Deliver a service to customers
BSBCUS301	Deliver and monitor a service to customers	BSBCUS401	Coordinate implementation of customer service strategies
BSBCUS402	Address customer needs	BSBCUS403	Implement customer service standards
BSBCUS501	Manage quality customer service	BSBDES201	Follow a design process
BSBDES202	Evaluate the nature of design in a specific industry context	BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms	BSBDES303	Explore and apply the creative design process to 3D forms
BSBDES304	Source and apply design industry knowledge	BSBDES305	Source and apply information on the history and theory of design
BSBDES401	Generate design solutions	BSBDES402	Interpret and respond to a design brief
BSBDES403	Develop and extend design skills and practice	BSBDES501	Implement design solutions
BSBDES502	Establish, negotiate and refine a design brief	BSBDES601	Manage design realisation
BSBDES602	Research global design trends	BSBDES801	Research and apply design theory
BSBDIV301	Work effectively with diversity	BSBDIV501	Manage diversity in the workplace
BSBDIV601	Develop and implement diversity policy	BSBDIV801	Conduct strategic diversity workforce planning
BSBDIV802	Conduct strategic planning for diversity learning practices	BSBDIV803	Develop cross cultural communication and negotiation strategies
BSBEBU401	Review and maintain a website	BSBEBU502	Implement e-business solutions
BSBEDU301	Assist with monitoring compliance in international education services	BSBEDU302	Assist in resolution of issues and incidents in an international education environment

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBEDU303	Assist with the provision of international education information	BSBEDU304	Assist with the provision of pastoral care services to international students
BSBEDU305	Assist with international education events and programs	BSBEMS401	Develop and implement business development strategies to expand client base
BSBEMS402	Develop and implement strategies to source and assess candidates	BSBEMS403	Develop and provide employment management services to candidates
BSBEMS404	Manage the recruitment process for client organisations	BSBFIA301	Maintain financial records
BSBFIA302	Process payroll	BSBFIA303	Process accounts payable and receivable
BSBFIA304	Maintain a general ledger	BSBFIA401	Prepare financial reports
BSBFIA402	Report on financial activity	BSBFIA501	Report on finances related to international business
BSBFIM501	Manage budgets and financial plans	BSBFIM502	Manage payroll
BSBFIM601	Manage finances	BSBFIM801	Manage financial resources
BSBFLM303	Contribute to effective workplace relationships	BSBFLM305	Support operational plan
BSBFLM306	Provide workplace information and resourcing plans	BSBFLM309	Support continuous improvement systems and processes
BSBFLM311	Support a workplace learning environment	BSBFLM312	Contribute to team effectiveness
BSBFLM313	Apply language, literacy and numeracy to support others in the workplace	BSBFLM314	Mentor others in the workplace to support their language, literacy and numeracy skill development
BSBFRA301	Work within a franchise	BSBFRA401	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402	Establish a franchise	BSBFRA403	Manage relationship with franchisor
BSBFRA404	Manage a multiple-site franchise	BSBFRA501	Establish a franchise operation
BSBFRA502	Manage a franchise operation	BSBFRA503	Manage establishment of new sites or regions
BSBFRA504	Manage relationships with franchisees	BSBFRA505	Manage closure of a franchise
BSBGOV401	Implement board member responsibilities	BSBGOV402	Work within organisational structure
BSBGOV403	Analyse financial reports and budgets	BSBGOV404	Communicate with community stakeholders
BSBGOV405	Undertake the roles and responsibilities of committee or board members	BSBGOV501	Review and apply the organisation's constitution
BSBGOV502	Recruit and coordinate committee members	BSBGOV503	Conduct organisational strategic planning

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBGOV504	Monitor organisational finances	BSBGOV505	Seek and apply for funding opportunities
BSBGOV506	Manage advocacy for your organisation	BSBGOV507	Manage board or committee and organisational conflict
BSBIND201	Work effectively in a business environment	BSBIND301	Work effectively in an educational environment
BSBIND302	Work effectively in the international education services industry	BSBINN201	Contribute to workplace innovation
BSBINN301	Promote innovation in a team environment	BSBINN501	Establish systems that support innovation
BSBINN502	Build and sustain an innovative work environment	BSBINN801	Lead innovative thinking and practice
BSBINT301	Apply knowledge of the international trade environment to complete work	BSBINT302	Apply knowledge of legislation relevant to international trade to complete work
BSBINT303	Organise the importing and exporting of goods	BSBINT304	Assist in the international transfer of services
BSBINT305	Prepare business documents for the international trade of goods	BSBINT306	Apply knowledge of international finance and insurance to complete work requirements
BSBINT401	Research international business opportunities	BSBINT405	Apply knowledge of import and export international conventions, laws and finance
BSBINT407	Prepare business advice on export Free-on-Board Value	BSBINT408	Prepare business advice on the taxes and duties for international trade transactions
BSBINT409	Plan for international trade	BSBITB801	Implement advanced electronic technologies
BSBITU306	Design and produce business documents	BSBITU307	Develop keyboarding speed and accuracy
BSBITU309	Produce desktop published documents	BSBITU401	Design and develop complex text documents
BSBITU402	Develop and use complex spreadsheets	BSBITU404	Produce complex desktop published documents
BSBLDR401	Communicate effectively as a workplace leader	BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness	BSBLDR404	Lead a diverse workforce
BSBLDR503	Communicate with influence	BSBLDR504	Implement diversity in the workplace
BSBLDR801	Lead personal and strategic transformation	BSBLDR802	Lead the strategic planning process for an organisation
BSBLDR803	Develop and cultivate collaborative partnerships and relationships	BSBLDR804	Influence and shape diversity management
BSBLDR805	Lead and influence change	BSBLDR806	Lead and influence ethical practice
BSBMED301	Interpret and apply medical terminology appropriately	BSBMED302	Prepare and process medical accounts

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBMED303	Maintain patient records	BSBMED304	Assist in controlling stocks and supplies
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment	BSBMED401	Manage patient recordkeeping system
BSBMGT401	Show leadership in the workplace	BSBMGT402	Implement operational plan
BSBMGT403	Implement continuous improvement	BSBMGT404	Lead and facilitate off-site staff
BSBMGT405	Provide personal leadership	BSBMGT406	Plan and monitor continuous improvement
BSBMGT407	Apply digital solutions to work processes	BSBMGT502	Manage people performance
BSBMGT517	Manage operational plan	BSBMGT518	Develop organisation policy
BSBMGT519	Incorporate digital solutions into plans and practices	BSBMGT520	Plan and manage the flexible workforce
BSBMGT521	Plan, implement and review a quality assurance program	BSBMGT605	Provide leadership across the organisation
BSBMGT608	Manage innovation and continuous improvement	BSBMGT615	Contribute to organisation development
BSBMGT616	Develop and implement strategic plans	BSBMGT617	Develop and implement a business plan
BSBMGT618	Develop an engagement centre business plan	BSBMGT619	Identify and implement business innovation
BSBMGT621	Design and manage the enterprise quality management system	BSBMGT622	Manage resources
BSBMGT623	Monitor corporate governance activities	BSBMGT624	Develop and implement corporate social responsibility
BSBMGT801	Direct the development of a knowledge management strategy for a business	BSBMGT802	Lead design and review of enterprise systems
BSBMGT803	Use financial and economic information for strategic decision making	BSBPMG409	Apply project scope management techniques
BSBPMG410	Apply project time management techniques	BSBPMG411	Apply project quality management techniques
BSBPMG412	Apply project cost management techniques	BSBPMG413	Apply project human resources management approaches
BSBPMG414	Apply project information management and communications techniques	BSBPMG415	Apply project risk management techniques
BSBPMG416	Apply project procurement procedures	BSBPMG417	Apply project life cycle management processes
BSBPMG418	Apply project stakeholder engagement techniques	BSBPMG511	Manage project scope
BSBPMG512	Manage project time	BSBPMG513	Manage project quality
BSBPMG514	Manage project cost	BSBPMG515	Manage project human resources

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBPMG516	Manage project information and communication	BSBPMG517	Manage project risk
BSBPMG518	Manage project procurement	BSBPMG519	Manage project stakeholder engagement
BSBPMG520	Manage project governance	BSBPMG521	Manage project integration
BSBPMG522	Undertake project work	BSBPMG601	Direct the integration of projects
BSBPMG602	Direct the scope of a project program	BSBPMG603	Direct time management of a project program
BSBPMG604	Direct cost management of a project program	BSBPMG605	Direct quality management of a project program
BSBPMG606	Direct human resources management of a project program	BSBPMG607	Direct communications management of a project program
BSBPMG609	Direct procurement and contracting for a project program	BSBPMG610	Enable program execution
BSBPMG615	Manage program delivery	BSBPMG616	Manage program risk
BSBPMG617	Provide leadership for the program	BSBPMG801	Prioritise projects and programs
BSBPMG802	Select and balance the portfolio	BSBPMG803	Manage and review portfolio performance
BSBPMG804	Govern the portfolio	BSBPMG805	Lead the portfolio
BSBPMG806	Manage portfolio communications and change	BSBPMG807	Manage portfolio resources
BSBPMG808	Manage portfolio risk	BSBPRO301	Recommend products and services
BSBPRO401	Develop product knowledge	BSBPUB401	Develop and apply knowledge of public relations industry
BSBPUB402	Develop public relations campaigns	BSBPUB403	Develop public relations documents
BSBPUB501	Manage the public relations publication process	BSBPUB502	Develop and manage complex public relations campaigns
BSBPUB503	Manage fundraising and sponsorship activities	BSBPUB504	Develop and implement crisis management plans
BSBRELA01	Establish networks	BSBRELA02	Build client relationships and business networks
BSBRELA03	Implement international client relationship strategies	BSBRELA501	Build international client relationships
BSBRELA502	Build international business networks	BSBSLS407	Identify and plan sales prospects
BSBSLS408	Present, secure and support sales solutions	BSBSLS501	Develop a sales plan
BSBSLS502	Lead and manage a sales team	BSBSMB201	Identify suitability for micro business
BSBSMB301	Investigate micro business opportunities	BSBSMB302	Develop a micro business proposal

Unit of competency code	Unit of competency name	Unit of competency code	Unit of competency name
BSBSMB303	Organise finances for the micro business	BSBSMB304	Determine resource requirements for the micro business
BSBSMB305	Comply with regulatory, taxation and insurance requirements for the micro business	BSBSMB306	Plan a home based business
BSBSMB307	Set up information and communications technology for the micro business	BSBSMB308	Improve energy efficiency in micro or small business operations
BSBSMB401	Establish legal and risk management requirements of small business	BSBSMB402	Plan small business finances
BSBSMB403	Market the small business	BSBSMB404	Undertake small business planning
BSBSMB407	Manage a small team	BSBSMB408	Manage personal, family, cultural and business obligations
BSBSMB409	Build and maintain relationships with small business stakeholders	BSBSMB410	Review and implement energy efficiency in business operations
BSBSMB411	Manage specialist external advisory services	BSBSMB415	Refine and strengthen a small business
BSBSMB417	Recruit staff	BSBSMB418	Manage compliance for small business
BSBSUS201	Participate in environmentally sustainable work practices	BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBSUS402	Implement an environmental management plan	BSBSUS403	Measure, monitor and reduce carbon emissions
BSBSUS404	Assess, implement, monitor and report on waste management	BSBSUS405	Assess, monitor and reduce water use
BSBSUS406	Identify and apply sustainability rating tools	BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWOR201	Manage personal stress in the workplace	BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others	BSBWOR204	Use business technology
BSBWOR301	Organise personal work priorities and development	BSBWOR302	Work effectively as an off-site worker
BSBWOR403	Manage stress in the workplace	BSBWOR404	Develop work priorities
BSBWOR501	Manage personal work priorities and professional development	BSBWOR502	Lead and manage team effectiveness
BSBWRK409	Prepare for and participate in dispute resolution	BSBWRK411	Support employee and industrial relations procedures
BSBWRT301	Write simple documents	BSBWRT401	Write complex documents
BSBWRT501	Write persuasive copy		

Table 15: Summary of proposed response by Companion Volume Unit Sector

Project	Skill Sector	Companion Volume Unit Sector	Review to Keep	Review to Delete	Review to Combine	TOTAL	
Business Enterprise Skills Project	Business Management	E Business (EBU)	2			63	
		Financial Admin (FIA)	7				
		Financial Management (FIM)	4				
		Franchising (FRA)		10			
		Governance (GOV)	11		1		
		Public Relations (PUB)	7				
		Small and Micro Business (SMB)	16	4	1		
	Business Operations	General Administration (ADM)				16	141
		Interpersonal Communication (CMM)				6	
		Continuity (CON)	3				
		Creative Thinking (CRT)	7				
		Customer Engagement (CUE)	13	7		7	
		Customer Service (CUS)	2			4	
		Design Process (DES)	4	10		1	
		Educational Administration (EDU)	4	1			
		Recruitment and Employment Services (EMS)				4	
		Industry Context (IND)			3		
		International Business (INT)	9	2			
		IT Building and Implementation (ITB)	1				
		IT Use (ITU)				6	
		Medical Services Administration (MED)	4	2			
		Product Skills and Advice (PRO)		2			
		Sustainability (SUS)		8			
Sales (SLS)	4						

Project	Skill Sector	Companion Volume Unit Sector	Review to Keep	Review to Delete	Review to Combine	TOTAL	
		Workplace Effectiveness (WOR)			8	66	
		Writing (WRT)		3			
	Leadership & Management	Diversity (DIV)	6				
		Frontline Management (FLM)	2	2	4		
		Innovation (INN)	5				
		Leadership (LDR)	6		5		
		Management (MGT)	15		12		
		Relationship Management (REL)	5				
		Workplace Effectiveness (WOR)	1		1		
		Workplace Relations (WRK)			2		
		Project Management	Project Management (PMG)	34	1		7
	TOTAL			172	57		83

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