Implementation Guide

Companion Volume

Version 4.0

pwc

Contents

Version control and modification history

Version number	Release date	Comments
Version 4.0	March 2019	**Units of Competency** Nine new units of competency: • BSBXCM301 Engage in workplace communication • BSBXCM401 Apply communication strategies in the workplace • BSBXCM501 Lead communication in the workplace • BSBXDB301 Respond to the service needs of customers and clients with disability • BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability • BSBXDB501 Support staff members with disability in the workplace • BSBXDB502 Adapt organisations to enhance accessibility for people with disability • BSBXTW301 Work in a team • BSBXTW401 Lead and facilitate a team
Version 3.0	September 2018	**Qualifications** Update to core units within eight qualifications: • BSB41618 Certificate IV in Business (Procurement) • BSB42518 Certificate IV in Small Business Management • BSB42618 Certificate IV in New Small Business • BSB50618 Diploma of Human Resources Management • BSB51518 Diploma of Business (Procurement) • BSB51918 Diploma of Leadership and Management • BSB52318 Diploma of Governance • BSB61218 Advanced Diploma of Program Management **Units of Competency** Seven new units of competency: • BSBCRT404 Apply advanced critical thinking to work processes • BSBCRT502 Develop critical thinking in others • BSBITU501 Conduct data analysis • BSBPRC406 Conduct e-procurement • BSBPRC505 Manage ethical procurement • BSBWRK311 Develop self-awareness • BSBWRK412 Contribute to personal development

Updates to 41 units of competency to align content with industry skills needs and standards:

- BSBEBU511 Develop and implement an e-business strategy
- BSBFIA412 Report on financial activity
- BSBITA411 Design and develop relational databases
- BSBITA611 Configure and optimise customer contact technology
- BSBITB511 Establish and maintain a network of digital devices
- BSBITS411 Maintain and implement digital technology
- BSBITU111 Operate a personal digital device
- BSBITU112 Develop keyboard skills
- BSBITU211 Produce digital text documents
- BSBITU212 Create and use spreadsheets
- BSBITU213 Use digital technologies to communicate remotely
- BSBITU311 Use simple relational databases
- BSBITU312 Create electronic presentations
- BSBITU313 Design and produce digital text documents
- BSBITU314 Design and produce spreadsheets
- BSBITU315 Purchase goods and services online
- BSBITU422 Use digital technologies to collaborate in the workplace
- BSBLDR511 Develop and use emotional intelligence
- BSBLDR513 Communicate with influence
- BSBMKG534 Design effective digital user experiences
- BSBMKG535 Devise a search engine optimisation strategy
- BSBMKG536 Develop strategies to monetise digital engagement
- BSBMKG537 Develop a social media engagement plan
- BSBPMG621 Facilitate stakeholder engagement
- BSBPMG622 Implement program governance
- BSBPMG623 Manage benefits
- BSBPMG624 Engage in collaborative alliances
- BSBPRC401 Plan procurement
- BSBPRC402 Negotiate contracts
- BSBPRC403 Conduct international procurement
- BSBPRC501 Manage procurement strategies
- BSBPRC502 Manage supplier relationships
- BSBPRC503 Manage international procurement
- BSBPRC504 Manage a supply chain
- BSBRES411 Analyse and present research information
- BSBSMB420 Evaluate and develop small business operations
- BSBSMB421 Manage small business finances
- BSBSMB422 Plan small business growth
- BSBSMB423 Create a digital technology plan for small business
- BSBWOR424 Develop a time management plan
- BSBWRK520 Manage employee relations

Version number	Release date	Comments
Version 2.0	January 2016	Includes review of the following sectors: • Sustainability (1 new qualification and 6 new units) • Governance (1 new qualification and 9 new units) • Marketing and Advertising (3 new qualifications and 12 new units) • Small Business (2 new qualifications and 6 new units) One new skill set to meet industry requirements: • BSBSS00089 Workplace Innovation Skill Set The following qualifications have been moved from *CUL11 Library, Information and Cultural Services Training Package* version 1 to *BSB Business Services Training Package* version 2 and have been updated to meet the *Standards for Training Packages:* • CUL30111 Certificate III in Information and Cultural Services • CUL40111 Certificate IV in Library, Information and Cultural Services • CUL50111 Diploma of Library and Information Services The following qualifications have been moved from *TAE10 Training and Education Training Package* version 3.4 to *BSB Business Services Training Package* version 2 and have been updated to meet the *Standards for Training Packages:* • TAE70210 Graduate Certificate in Management (Learning) • TAE80210 Graduate Diploma of Management (Learning) Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors
Version 1.2	June 2015	Industry Skills Council (ISC) upgrade to correct typographical errors
Version 1.1	April 2015	Industry Skills Council (ISC) upgrade to correct mapping and typographical errors
Version 1.0	March 2015	Primary release of restructured *BSB Business Services Training Package*. This release of the *BSB Business Services Training Package* contains 61 qualifications, 35 skill sets and 563 native units of competency (comprising 523 units updated to meet *Standards for Training Packages* and 40 new units) and 73 imported units Leadership and Management qualifications added Managing Diversity qualification added Portfolio Management qualifications added Conveyancing qualifications moved from *FNS10 Financial Services Training* Package to *BSB Business Services Training Package*

Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the *BSB Business Services Training Package*.

What is in the Guide?

This *BSB Business Services Training Package* Implementation Guide provides:

- information relevant to all training packages

- list of qualifications, skill sets and units of competency

- mapping information for qualifications, skill sets and units of competency

- specific information and advice about the history, structure, key features and application of the *BSB Business Services Training Package*.

What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace

- provides consistent components for training, assessing or recognising skills

- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies

- promotes flexible modes of training to suit individual and industry requirements

- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes

- may also provide support materials.

While a training package *does* specify workplace skills and knowledge requirements, it *does not* suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

Components of PwC's Skills for Australia training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the *Australian Qualifications Framework (AQF)*

- **Units of competency** which specify the standards of performance required in the workplace

- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency

- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the *AQF*. Currently no credit arrangements exist between any PwC's Skills for Australia training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement

- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment

- **User guides** which provide information about specific components.

About training packages

Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training*

Packages and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012. More information about training package standards and policies is available on the Department of Education and Training website:

https://docs.education.gov.au/documents/training-packagedevelopment-and-endorsement-process-policy

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant. The following diagram demonstrates PwC's Skills for Australia development or review process.

Training Package Development Process

Scoping	Scoping brief, research and job role analysis	Targeted consultation	Scoping Report Project Plan
Initial Drafting	Targeted consultation with industry and other key stakeholders	Draft initial materials	Consultation Draft Materials
Consultation	Consultation activities dependent on the scale of the project	For example: workshops, email correspondence, phone consultations, facilitated online discussions	Feedback
Final Drafting	Draft final materials	Initial quality assurance review	Feedback Validation Draft
Industry Validation	Seek industry validation of final draft; key industry support provided; peak associations; employee representatives	Final quality assurance review	Feedback Validation Draft Draft Case for Endorsement
Final Stakeholder Agreement	Seek State Training Authority support	Publication of draft materials and Case for Endorsement	Feedback Final Agreed Draft Case for Endorsement
Submission	Submit final product to Department of Education and Training for endorsement	Product is Endorsed by Department of Education and Training	
Endorsed	Publish to training.gov.au (TGA)	Advise relevant stakeholders of endorsement	Endorsed Product

Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information about national standards and standards for non-referring states can be found at:

https://education.gov.au/standards-non-referring-statesaustralian-quality-training-framework

RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies

- have the relevant vocational competencies at least to the level being delivered or assessed

- can demonstrate current industry skills directly relevant to the training/assessment being delivered

- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training

> **Check for specific assessor requirements in the *Assessment conditions* section of the assessment requirements for the unit of competency.**

Summary of Frameworks and Standards for RTOs

Registering body	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
		RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian
		Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Training Accreditation Council (WA TAC)	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver vocational education and training solely in
		Western Australia and do not intend to apply to be registered on the
		Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)
Victorian Registration and Qualifications Authority (VRQA)	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration	RTOs that deliver vocational education and training solely in Victoria and/or Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

About the Business Services industry

The sector at a glance

The business services sector covers a broad range of workers who are employed by a vast range of Australian organisations. Workers in the sector provide a range of skills needed to effectively operate and successfully

manage an organisation. There is no unifying organisation type which use business services, rather workers in the sector provide professional assistance to all organisations.

There are 2 million people working in business services occupations, down 7 per cent over the past two years, but still representing a high proportion (17 per cent) of Australian jobs. The three industries that employ the most business services graduates are: Health Care and Social Assistance, Retail Trade and Public Administration and Safety.

The business services sector referred to in this report is broadly defined as the workforce served by the Business Services Training Package. The Training Package is made up of a variety of qualifications that can be broadly grouped as follows:

- Business administration and governance has 21 qualifications from Certificate I to Advanced Diploma

- Business communications has 7 qualifications from Certificate II to Advanced Diploma

- Business compliance has 5 qualifications from Certificate III to Advanced Diploma

- Business leadership and management has 13 qualifications from Certificate IV to Graduate Diploma

- Other specialised business services has 20 qualifications Certificate III to Advanced Diploma.

More detail of the Business Services Training Package, including an overview of enrolment levels, is included after the sub sector descriptions.

Business administration

Business administration workers provide support for the operation of businesses. This grouping includes occupations such as: receptionists, personal assistants and executive assistants, general clerical workers and office administrators. In providing operational support for businesses, workers in this group often need a range of generalist business skills such as basic project management, procurement and contracting. Employees in this sub sector are embedded across all industries within the Australian economy.

Business and governance

Governance personnel are vital to the proper functioning of organisations. Workers in governance positions are involved in setting the strategic direction of organisations and contribute to the proper process and conduct in the management of an organisation. Governance training in the Business Services Training Package is aimed at providing the skills needed to operate on the management board of community group, club, association or business. Specific Aboriginal and Torres Strait Islander (ATSI) governance training is also available for people in governance positions of ATSI organisations.

Customer engagement

Customer engagement workers are primarily those workers who personally have contact with customers. Typical roles for workers in customer engagement include those in call or contact centres, social media engagement or those working at inquiry desks for example. These roles typically require a high degree of emotional intelligence and customer service skills.

Marketing and communication

Marketing and communication workers consist of those in roles such as advertising, marketing and public relations. Workers in this sub-sector manage the communication and messaging of businesses, including its brand, image and social relevance. The primary function of these roles is to communicate messaging of businesses to society generally as well as current and future customers and stakeholders. In Australia there are currently over 7,700 specialist marketing and advertising agencies, producing services valued at $2.3 billion annually. However, this does not fully capture the employment opportunities available to workers in marketing and communications. A significant proportion of marketing and communication workers are embedded within other businesses, rather than specialist marketing and communication organisations.

Quality auditors

Quality auditors help organisations ensure that that comply with their relevant quality management systems, such as ISO9001, 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.

Recordkeeping

Recordkeeping workers 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 health care, public safety and training sectors employ specialist records managers to administer records. Private businesses also employ specialist recordkeepers, particularly in sectors such as financial services which require detailed client records to be retained to meet regulatory requirements. Increasingly, there is a convergence in the skills required of recordkeepers, archivists, and library and information services workers. In Australia there are a number of specialist document management businesses such as Recall and Iron Mountain, businesses in this sector together produce revenues approximately $490 million annually. However, the majority of recordkeepers are embedded within organisations, rather than specialist document management businesses.

Business leadership and management

Workers operating in leadership and higher level management roles set the strategic direction of businesses and are responsible for building and managing relationships of strategic importance. These roles include supervisors to business leaders and executives. Business leaders and managers can work in operational to strategic capacities, and often undertake administration of contracts, organisational programs, special projects, and manage support services.

Project, program and portfolio management

Project, program and portfolio managers are similar but distinct roles. Project managers have specific training in initiating, scheduling, 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, to achieve a common purpose. 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.

Environmental management

Environmental managers are often employed in the construction, infrastructure and facilities management industries, where they help manage and reduce the environmental impacts of the relevant project or facility. Workers may also be involved in ensuring compliance with relevant environmental protection standards and improving efficiency through reduced waste and energy consumption.

Conveyancing and legal services

Conveyancers provide specialist services to facilitate the sale and purchase of real estate and related transactions. In many Australian states and territories, conveyancing is a licenced occupation and VET can form part of the licencing requirements. More generalised legal services workers such as legal secretaries often work alongside lawyers to assist in the preparation of legal documents, conducting legal research and apply can apply basic legal knowledge. Conveyancers and legal services workers often work within specialised legal or conveyancing firms. However, larger organisations may also employ legal services workers in their in-house legal divisions. The total legal services market in Australia is estimated to produce services worth $23.1 billion annually with conveyancing and property law services accounting for approximately 19 per cent of this market.

Franchising

Franchises are a common structure for businesses in the Australian economy. Business Services qualifications in the sub sector are concerned with providing the skills which franchise owners and operators need to operate and manage their businesses effectively. Although many of the skills required to operate a franchise are generalist business skills, franchising qualifications also include specific skills exist such as: knowledge and application of the franchising code of conduct and management of franchising agreements. Typically the Certificate IV in Franchising is aimed at franchisees and the Diploma of Franchising aimed at franchisors. In Australia it is estimated that there are almost 95,000 businesses operating as a unit in a franchise, up 16,000 over the past year, and approximately 580,000 people directly employed in one of these businesses, an increase of 8,000 in the past year.

Human resources

Human resources (HR) professionals work within business to support functions such as recruitment, workforce planning and management, and dispute resolution. A large number of government agencies and private businesses employ dedicated HR staff, however there is also a significant number of HR staff which work in specialist recruitment firms. In Australia, there is estimated to be approximately 7,000 specialist recruitment and employment placement businesses employing HR professionals. However, as mentioned above, workers in this sector are also embedded in businesses across the entire economy. Increasingly human resources staff are also managing learning and development practices which provide employee training within businesses.

International trade

There is no unifying type of occupation or type of business in which international trade VET graduates work. Rather, International Trade qualifications provide knowledge and skills which can be applied to any business which in involved in importing, exporting or managing foreign clients. Workers in this area have specialist knowledge of international trade in areas such as compliance, tariffs, and duties and have knowledge of international markets and global supply chains.

Library and information services

Workers in the library and information services sub-sector manage storage, organisation, access, retrieval, dissemination and preservation of information. In most cases, they work closely with clients to suggest resources and locate information. There are a significant number of employers in the library and information services sector with 1,491 public libraries in Australia, however the number of registered library users has decreased from 10.2 million in 2010 11 to 8.2 million in 2014 15. Within the library and information services workforce, there are three primary work levels: Librarians, Library Technicians and Library Assistants. VET is primarily concerned with the training 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.

Purchasing and procurement

Purchasing and procurement workers deal with sourcing activities and strategic contracting of goods and services providers for businesses. A large number of purchasing and procurement specialists are employed in the public sector, however public sector specific training is provided under the Public Sector Training Package. Most procurement specialists in the private sector work in small teams and are primarily involved in managing relationships, negotiations and contracts with external suppliers and service providers. The Business Services Training Package provides training for private sector employees, who are typically have industry experience but are up skilling to move into purchasing and procurement roles.

Work health and safety

Workplace health and safety workers setup compliance frameworks, undertake safety audits and provide advice to businesses on ways of working and management of 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 businesses (across all sectors of the economy) employ specialised work health and safety advisors, this is particularly concentrated in higher risk sectors such as mining, manufacturing and construction industries. VET is primarily aimed at the work health and safety practitioners. A person with a Certificate IV to Diploma would typically work in a role such as a work health and safety officer.

Looking to the future

The Business Services Industry has benefited from long periods of growth and as the economy strengthens and as outsourcing continues, the outlook for this industry is positive. There are a number of trends in play that will impact on most sectors in the industry coming years:

- End of the mining boom - the economy is going through a transition period as the mining boom, which has been sustaining the economy for several years, begins to slow. Business services which benefited from this expansion will need to look for new areas of revenue.

- Offshoring – the continuing drive for increased efficiency in the face of strong competitive pressures as well as advances in communication technologies and skill shortages in Australia have underpinned longer term efforts to shift parts of the internal operations of some business services organisations offshore.

- Customer engagement – efforts to increase demand for services and business sustainability by enhancing customer engagement is a key theme in the business services.

- New technologies – the cloud and mobile devices will be used progressively more as business tools. The use of software that integrates various social media platforms for use in daily business processes will enhance and extend internal and external collaboration. Data analytics is becoming integral to business processes to enhance understanding of customers and to forecast more accurately.

- Deeper global engagement - larger business services are already working closely through partnerships and collaboration with overseas companies, particularly in Asia. This will continue as businesses recognise new opportunities in emerging markets and are supported, through policy changes, to integrate more with Asia.

- End to end services – business services organisations are increasingly called upon to provide full solutions for their customers. Rather than focussing on solving a small slice of a problem, clients are looking to one service to design total business solutions and manage all aspects of design, implementation and monitoring.

- Environmental sustainability - increasingly all businesses are expected to minimise their environmental impact, particularly as the effects of climate change become clearer. Environmental sustainability practices also have benefits for businesses in terms of cost savings, energy efficiency, staff engagement and gaining a competitive edge.

Business services are responding to these trends by forging business partnerships, specialising in niche areas, employing more professionals, distributing decision making more widely within organisations, getting closer to customers through data, and harnessing the contingent workforce. These responses will all have an impact on the future skill set of the workforce.

Qualifications, skill sets and units of competency

The *BSB Business Services Training* Package contains:

- 66 AQF aligned qualifications

- 57 skill sets

- 643 native units of competency

- 128 imported units of competency

List of qualifications, skill sets and units of competency:

- Qualifications in the BSB Business Services Training Package version 4.0

- Skill sets in the BSB Business Services Training Package version 4.0

- Units of competency in the BSB Business Services Training Package version 4.0

Qualifications in the BSB Business Services Training Package version 4.0

Qualification code	Qualification title
BSB10115	Certificate I in Business
BSB20115	Certificate II in Business
BSB20215	Certificate II in Customer Engagement

Qualification code	Qualification title
BSB30115	Certificate III in Business
BSB30215	Certificate III in Customer Engagement
BSB30315	Certificate III in Micro Business Operations
BSB30415	Certificate III in Business Administration
BSB30515	Certificate III in Business Administration (International Education)
BSB30615	Certificate III in International Trade
BSB30715	Certificate III in Work Health and Safety
BSB30815	Certificate III in Recordkeeping
BSB30915	Certificate III in Business Administration (Education)
BSB31015	Certificate III in Business Administration (Legal)
BSB31115	Certificate III in Business Administration (Medical)
BSB31215	Certificate III in Library and Information Services
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
BSB41015	Certificate IV in Human Resources
BSB41115	Certificate IV in International Trade
BSB41415	Certificate IV in Work Health and Safety
BSB41515	Certificate IV in Project Management Practice
BSB41618	Certificate IV in Business (Procurement)
BSB41715	Certificate IV in Recordkeeping
BSB41915	Certificate IV in Business (Governance)
BSB42015	Certificate IV in Leadership and Management
BSB42115	Certificate IV in Library and Information Services
BSB42215	Certificate IV in Legal Services
BSB42315	Certificate IV in Environmental Management and Sustainability
BSB42415	Certificate IV in Marketing and Communication
BSB42518	Certificate IV in Small Business Management
BSB42618	Certificate IV in New Small Business

Qualification code	Qualification title
BSB50215	Diploma of Business
BSB50315	Diploma of Customer Engagement
BSB50415	Diploma of Business Administration
BSB50515	Diploma of Franchising
BSB50618	Diploma of Human Resources Management
BSB50715	Diploma of Business (Governance)
BSB50815	Diploma of International Business
BSB51315	Diploma of Work Health and Safety
BSB51415	Diploma of Project Management
BSB51518	Diploma of Business (Procurement)
BSB51615	Diploma of Quality Auditing
BSB51715	Diploma of Recordkeeping
BSB51918	Diploma of Leadership and Management
BSB52015	Diploma of Conveyancing
BSB52115	Diploma of Library and Information Services
BSB52215	Diploma of Legal Services
BSB52318	Diploma of Governance
BSB52415	Diploma of Marketing and Communication
BSB60215	Advanced Diploma of Business
BSB60615	Advanced Diploma of Work Health and Safety
BSB60815	Advanced Diploma of Recordkeeping
BSB60915	Advanced Diploma of Management (Human Resources)
BSB61015	Advanced Diploma of Leadership and Management
BSB61115	Advanced Diploma of Conveyancing
BSB61218	Advanced Diploma of Program Management
BSB61315	Advanced Diploma of Marketing and Communication
BSB80215	Graduate Diploma of Strategic Leadership
BSB80315	Graduate Certificate in Leadership Diversity
BSB80415	Graduate Diploma of Portfolio Management
BSB80515	Graduate Certificate in Management (Learning)
BSB80615	Graduate Diploma of Management (Learning)

Skill sets in the BSB Business Services Training Package version 4.0

Skill set code	Skill set title
BSBSS00033	Aspiring Supervisor Skill Set
BSBSS00034	Basic Customer Engagement Skill Set
BSBSS00035	Copyright Skill Set
BSBSS00036	Design Fundamentals Skill Set
BSBSS00037	Design Protection Skill Set
BSBSS00038	Franchising Skill Set
BSBSS00039	Governance Induction Skill Set
BSBSS00040	Innovation Leadership Skill Set
BSBSS00041	Innovation Practice Skill Set
BSBSS00042	Intellectual Property Strategic Management Skill Set
BSBSS00043	Key Management Skill Set
BSBSS00044	Key Recordkeeping Skill Set
BSBSS00045	Legal Transcription Skill Set
BSBSS00046	Managing Innovation Skill Set
BSBSS00047	Medical Transcription Skill Set
BSBSS00048	Patent Skill Set
BSBSS00049	Small Business Contracting Skill Set
BSBSS00050	Small Business Financial Management Skill Set
BSBSS00051	Small Business Home-Based Business Skill Set
BSBSS00052	Small Business ATSI Corporate Governance Skill Set
BSBSS00053	Small Business Intellectual Property Skill Set
BSBSS00054	Small Business Marketing Skill Set
BSBSS00055	Small Business Operations Preparatory Skill Set
BSBSS00056	Small Business Preparatory Skill Set
BSBSS00057	Trade Mark Skill Set
BSBSS00058	Workforce Development Implementation Skill Set
BSBSS00059	Workforce Planning and Development Skill Set
BSBSS00060	Energy Efficiency in Business Skill Set
BSBSS00061	Cloud Computing and Digital Skills for Business Skill Set
BSBSS00062	Workplace Supervisor Language, Literacy and Numeracy Skill Set
BSBSS00063	Team Leader Skill Set

Skill set code	Skill set title
BSBSS00064	Promoting Diversity Awareness in the Workplace Skill Set
BSBSS00065	Implementing Policy for Diversity Skill Set
BSBSS00066	Managing Cultural Diversity Skill Set
BSBSS00067	Planning Diversity Skill Set
BSBSS00068	Service Management Skill Set
BSBSS00069	Archive and Keep Records Skill Set
BSBSS00070	Cataloguing Skill Set
BSBSS00071	Digitisation Skill Set
BSBSS00072	Manage Collections Skill Set
BSBSS00073	Organise and Access Collections Skill Set
BSBSS00074	Manage Association Finances and Risk Skill Set
BSBSS00075	Coordinate Committee Activity Skill Set
BSBSS00076	Conduct Community Liaison to Promote Association Skill Set
BSBSS00077	Marketing and Communication Foundations Skill Set
BSBSS00078	Creative Communication Skill Set
BSBSS00079	Digital Applications Skill Set
BSBSS00080	Media Engagement Skill Set
BSBSS00081	Public Relations Skill Set
BSBSS00082	Marketing Elements Skill Set
BSBSS00083	Marketing Operations Skill Set
BSBSS00084	Strategic Marketing Skill Set
BSBSS00085	Market Analysis Skill Set
BSBSS00086	Campaign Management Skill Set
BSBSS00087	Small Business Growth Skill Set
BSBSS00088	Small Business Survival Skill Set
BSBSS00089	Workplace Innovation Skill Set

Units of competency in the BSB Business Services Training Package version 4.0

Unit code	Unit title
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
BSBADV402	Conduct pre campaign testing
BSBADV403	Monitor advertising production
BSBADV404	Schedule advertisements
BSBADV405	Perform media calculations
BSBADV406	Buy and monitor media
BSBADV407	Apply media analysis and processing tools
BSBADV408	Review advertising media options
BSBADV503	Coordinate advertising research
BSBADV507	Develop a media plan
BSBADV509	Create mass print media advertisements
BSBADV510	Create mass electronic media advertisements
BSBADV602	Develop an advertising campaign
BSBADV603	Manage advertising production
BSBADV604	Execute an advertising campaign
BSBADV605	Evaluate campaign effectiveness
BSBATSIC411	Communicate with the community
BSBATSIC412	Maintain and protect cultural values in the organisation
BSBATSIC511	Plan and conduct a community meeting
BSBATSIL408	Manage a board meeting
BSBATSIL411	Undertake the roles and responsibilities of a board member

BSBATSIL412	Participate effectively as a board member
BSBATSIL413	Review and apply the constitution
BSBATSIL503	Manage conflict
BSBATSIL510	Appoint and work with a manager
BSBATSIL511	Lead the organisation's strategic planning cycle
BSBATSIL512	Be a leader in the community
BSBATSIM412	Implement a business-like approach
BSBATSIM414	Oversee the organisation's annual budget
BSBATSIM416	Oversee organisational planning
BSBATSIM417	Implement organisational plans
BSBATSIM418	Oversee financial management
BSBATSIM419	Contribute to the development and implementation of organisational policies
BSBATSIM420	Oversee asset management
BSBATSIM421	Support a positive and culturally appropriate workplace culture
BSBATSIM505	Control organisational finances
BSBATSIM506	Develop employment policies
BSBATSIM511	Develop enterprise opportunities
BSBATSIM514	Recruit and induct staff
BSBATSIW416	Obtain and manage consultancy services
BSBATSIW417	Select and use technology
BSBATSIW514	Represent your organisation
BSBATSIW515	Secure funding
BSBAUD402	Participate in a quality audit
BSBAUD501	Initiate a quality audit
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
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
BSBCNV501	Take instructions in relation to a transaction

BSBCNV502	Read and interpret a legal document and provide advice
BSBCNV503	Analyse and interpret legal requirements for a transaction
BSBCNV504	Prepare legal documents
BSBCNV505	Finalise the conveyancing transaction
BSBCNV506	Establish and manage a trust account
BSBCNV601	Identify and conduct searches
BSBCOM401	Organise and monitor the operation of compliance management system
BSBCOM402	Implement processes for the management of a breach in compliance requirements
BSBCOM403	Provide education and training on compliance requirements and systems
BSBCOM404	Promote and liaise on compliance requirements, systems and related issues
BSBCOM405	Promote compliance with legislation
BSBCOM406	Conduct work within a compliance framework
BSBCOM501	Identify and interpret compliance requirements
BSBCOM502	Evaluate and review compliance
BSBCOM503	Develop processes for the management of breaches in compliance requirements
BSBCOM601	Research compliance requirements and issues
BSBCOM602	Develop and create compliance requirements
BSBCOM603	Plan and establish compliance management systems
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
BSBCRT404	Apply advanced critical thinking to work processes
BSBCRT501	Originate and develop concepts
BSBCRT502	Develop critical thinking in others
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
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
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
BSBEBU511	Develop and implement an e-business strategy
BSBEDU301	Assist with monitoring compliance in international education services
BSBEDU302	Assist in resolution of issues and incidents in an international education environment
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
BSBFIA412	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 a committee or a board member
BSBGOV501	Review and apply the organisation's constitution
BSBGOV502	Recruit and coordinate committee members
BSBGOV503	Conduct organisational strategic planning
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
BSBHRM403	Support performance management process
BSBHRM404	Review human resource functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBHRM501	Manage human resource services
BSBHRM502	Manage human resource management information systems
BSBHRM505	Manage remuneration and employee benefits
BSBHRM506	Manage recruitment selection and induction processes
BSBHRM507	Manage separation or termination
BSBHRM509	Manage rehabilitation or return to work programs
BSBHRM510	Manage mediation processes
BSBHRM511	Manage expatriate staff
BSBHRM512	Develop and manage performance management processes
BSBHRM513	Manage workforce planning
BSBHRM602	Manage human resource strategic planning
BSBHRM604	Manage employee relations
BSBIND201	Work effectively in a business environment
BSBIND301	Work effectively in an educational environment
BSBIND302	Work effectively in the international education services industry
BSBINM201	Process and maintain workplace information
BSBINM202	Handle mail
BSBINM301	Organise workplace information
BSBINM302	Utilise a knowledge management system
BSBINM303	Handle receipt and despatch of information
BSBINM401	Implement workplace information system
BSBINM501	Manage an information or knowledge management system
BSBINM601	Manage knowledge and information
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
BSBINN601	Lead and manage organisational change
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
BSBIPR301	Comply with organisational requirements for protection and use of intellectual property
BSBIPR401	Use and respect copyright
BSBIPR402	Protect and use new inventions and innovations
BSBIPR403	Protect and use brands and business identity
BSBIPR404	Protect and use innovative designs
BSBIPR405	Protect and use intangible assets in small business
BSBIPR501	Manage intellectual property to protect and grow business
BSBIPR601	Develop and implement strategies for intellectual property management
BSBITA411	Design and develop relational databases
BSBITA611	Configure and optimise customer contact technology
BSBITB511	Establish and maintain a network of digital devices
BSBITB801	Implement advanced electronic technologies
BSBITS411	Maintain and implement digital technology
BSBITU111	Operate a personal digital device
BSBITU112	Develop keyboard skills
BSBITU211	Produce digital text documents
BSBITU212	Create and use spreadsheets
BSBITU213	Use digital technologies to communicate remotely
BSBITU311	Use simple relational databases
BSBITU312	Create electronic presentations
BSBITU313	Design and produce digital text documents

BSBITU314	Design and produce spreadsheets
BSBITU315	Purchase goods and services online
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
BSBITU422	Use digital technologies to collaborate in the workplace
BSBITU501	Conduct data analysis
BSBLDR401	Communicate effectively as a workplace leader
BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness
BSBLDR404	Lead a diverse workforce
BSBLDR502	Lead and manage effective workplace relationships
BSBLDR504	Implement diversity in the workplace
BSBLDR511	Develop and use emotional intelligence
BSBLDR513	Communicate with influence
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
BSBLED101	Plan skills development
BSBLED301	Undertake e-learning
BSBLED401	Develop teams and individuals
BSBLED501	Develop a workplace learning environment
BSBLED502	Manage programs that promote personal effectiveness
BSBLED503	Maintain and enhance professional practice
BSBLED802	Lead learning strategy implementation
BSBLED803	Implement improved learning practice
BSBLED804	Review enterprise e-learning systems and solutions implementation

BSBLED805	Plan and implement a mentoring program
BSBLED806	Plan and implement a coaching strategy
BSBLED807	Establish career development services
BSBLED808	Conduct a career development session
BSBLED809	Identify and communicate trends in career development
BSBLED810	Develop human capital
BSBLEG301	Apply knowledge of the legal system to complete tasks
BSBLEG302	Carry out search of the public record
BSBLEG303	Deliver court documentation
BSBLEG304	Apply the principles of confidentiality and security within the legal environment
BSBLEG305	Use legal terminology in order to carry out tasks
BSBLEG306	Maintain records for time and disbursements in a legal practice
BSBLEG308	Assist in prioritising and planning activities in a legal practice
BSBLEG403	Maintain trust accounts
BSBLEG413	Identify and apply the legal framework
BSBLEG414	Establish and maintain a file in legal services
BSBLEG415	Apply the principles of contract law
BSBLEG416	Apply the principles of the law of torts
BSBLEG417	Apply the principles of evidence law
BSBLEG418	Produce complex legal documents
BSBLEG510	Apply legal principles in family law matters
BSBLEG511	Apply legal principles in criminal law matters
BSBLEG512	Apply legal principles in property law matters
BSBLEG513	Apply legal principles in corporation law matters
BSBLEG514	Assist with civil procedure
BSBLEG515	Apply legal principles in wills and probate matters
BSBLIB201	Assist with circulation services
BSBLIB202	Process information resource orders
BSBLIB301	Catalogue objects into collections
BSBLIB302	Develop and apply knowledge of archives
BSBLIB303	Provide multimedia support
BSBLIB304	Develop and use information literacy skills
BSBLIB305	Use established cataloguing tools

BSBLIB306	Process and maintain information resources
BSBLIB401	Record and maintain collection information
BSBLIB402	Consolidate and maintain industry knowledge
BSBLIB403	Complete a range of cataloguing activities
BSBLIB404	Use integrated library management systems
BSBLIB405	Assist customers to access information
BSBLIB406	Obtain information from external and networked sources
BSBLIB407	Search library and information databases
BSBLIB501	Manage lending and borrowing processes for collection
BSBLIB502	Manage the development of collections
BSBLIB503	Develop and promote activities, events and public programs
BSBLIB504	Develop exhibition concepts
BSBLIB505	Develop disaster management plans
BSBLIB506	Maintain digital repositories
BSBLIB507	Promote literature and reading
BSBLIB508	Analyse and describe information resources
BSBLIB509	Provide subject access and classify material
BSBLIB510	Use and monitor advanced functions of integrated library management systems
BSBLIB511	Research and analyse information to meet customer needs
BSBLIB512	Develop and maintain community and stakeholder relationships
BSBLIB513	Monitor compliance with copyright and licence requirements
BSBLIB601	Research and document collection material
BSBLIB602	Develop and monitor procedure for the movement and storage of collection material
BSBLIB603	Contribute to collection management
BSBLIB604	Extend own information literacy skills to locate information
BSBLIB605	Analyse and describe specialist and complex material
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED302	Prepare and process medical accounts
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
BSBMGT516	Facilitate continuous improvement
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
BSBMKG401	Profile the market
BSBMKG408	Conduct market research
BSBMKG409	Design direct response offers
BSBMKG410	Test direct marketing activities
BSBMKG411	Analyse direct marketing databases
BSBMKG412	Conduct e-marketing communications
BSBMKG413	Promote products and services

BSBMKG414	Undertake marketing activities
BSBMKG415	Research international markets
BSBMKG416	Market goods and services internationally
BSBMKG417	Apply marketing communication across a convergent industry
BSBMKG418	Develop and apply knowledge of marketing communication industry
BSBMKG419	Analyse consumer behaviour
BSBMKG420	Create digital media user experiences
BSBMKG421	Optimise digital media impact
BSBMKG501	Identify and evaluate marketing opportunities
BSBMKG502	Establish and adjust the marketing mix
BSBMKG506	Plan market research
BSBMKG507	Interpret market trends and developments
BSBMKG508	Plan direct marketing activities
BSBMKG509	Implement and monitor direct marketing activities
BSBMKG510	Plan e-marketing communications
BSBMKG511	Analyse data from international markets
BSBMKG512	Forecast international market and business needs
BSBMKG513	Promote products and services to international markets
BSBMKG514	Implement and monitor marketing activities
BSBMKG515	Conduct a marketing audit
BSBMKG516	Profile international markets
BSBMKG517	Analyse consumer behaviour for specific international markets
BSBMKG518	Plan and implement services marketing
BSBMKG519	Plan and implement business-to-business marketing
BSBMKG520	Manage compliance within the marketing legislative framework
BSBMKG521	Plan and implement sponsorship and event marketing
BSBMKG522	Plan measurement of marketing effectiveness
BSBMKG523	Design and develop an integrated marketing communication plan
BSBMKG528	Mine data to identify industry directions
BSBMKG529	Manage client account
BSBMKG530	Create distributed multiplatform digital advertisements
BSBMKG534	Design effective digital user experiences
BSBMKG535	Devise a search engine optimisation strategy

BSBMKG536	Develop strategies to monetise digital engagement
BSBMKG537	Develop a social media engagement plan
BSBMKG603	Manage the marketing process
BSBMKG605	Evaluate international marketing opportunities
BSBMKG606	Manage international marketing programs
BSBMKG607	Manage market research
BSBMKG608	Develop organisational marketing objectives
BSBMKG609	Develop a marketing plan
BSBMKG610	Develop, implement and monitor a marketing campaign
BSBMKG611	Manage measurement of marketing effectiveness
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
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
BSBPMG621	Facilitate stakeholder engagement
BSBPMG622	Implement program governance
BSBPMG623	Manage benefits
BSBPMG624	Engage in collaborative alliances
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
BSBPRC401	Plan procurement
BSBPRC402	Negotiate contracts
BSBPRC403	Conduct international procurement
BSBPRC406	Conduct e-procurement
BSBPRC501	Manage procurement strategies
BSBPRC502	Manage supplier relationships
BSBPRC503	Manage international procurement
BSBPRC504	Manage a supply chain
BSBPRC505	Manage ethical procurement
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
BSBPUR301	Purchase goods and services
BSBREL401	Establish networks
BSBREL402	Build client relationships and business networks
BSBREL403	Implement international client relationship strategies
BSBREL501	Build international client relationships
BSBREL502	Build international business networks
BSBRES404	Research legal information using primary sources
BSBRES411	Analyse and present research information
BSBRES502	Research legal information using secondary sources
BSBRES801	Initiate and lead applied research
BSBRKG301	Control records
BSBRKG302	Undertake disposal
BSBRKG303	Retrieve information from records
BSBRKG304	Maintain business records
BSBRKG305	Review recordkeeping functions
BSBRKG401	Review the status of a record
BSBRKG402	Provide information from and about records
BSBRKG404	Monitor and maintain records in an online environment
BSBRKG502	Manage and monitor business or records systems
BSBRKG505	Document or reconstruct a business or records system
BSBRKG506	Develop and maintain terminology and classification schemes
BSBRKG601	Define recordkeeping framework
BSBRKG603	Prepare a functional analysis for an organisation
BSBRKG604	Determine security and access rules and procedures
BSBRKG605	Determine records requirements to document a function

BSBRKG606	Design a records retention and disposal schedule
BSBRKG607	Document and monitor the record creating context
BSBRKG608	Plan management of records over time
BSBRSK401	Identify risk and apply risk management processes
BSBRSK501	Manage risk
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
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
BSBSMB420	Evaluate and develop small business operations
BSBSMB421	Manage small business finances
BSBSMB422	Plan small business growth

BSBSMB423	Create a digital technology plan 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
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
BSBWHS304	Participate effectively in WHS communication and consultation processes
BSBWHS305	Contribute to WHS issue resolution
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWHS402	Assist with compliance with WHS laws
BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes
BSBWHS404	Contribute to WHS hazard identification, risk assessment and risk control
BSBWHS405	Contribute to implementing and maintaining WHS management systems
BSBWHS406	Assist with responding to incidents
BSBWHS407	Assist with claims management, rehabilitation and return-to-work programs
BSBWHS408	Assist with effective WHS management of contractors
BSBWHS409	Assist with workplace monitoring processes
BSBWHS410	Contribute to work-related health and safety measures and initiatives
BSBWHS501	Ensure a safe workplace
BSBWHS502	Manage effective WHS consultation and participation processes
BSBWHS503	Contribute to the systematic management of WHS risk
BSBWHS504	Manage WHS risks
BSBWHS505	Investigate WHS incidents
BSBWHS506	Contribute to developing, implementing and maintaining WHS management systems
BSBWHS507	Contribute to managing WHS information systems

BSBWHS508	Manage WHS hazards associated with plant
BSBWHS509	Facilitate the development and use of risk management tools
BSBWHS510	Contribute to implementing emergency procedures
BSBWHS601	Apply legislative frameworks for WHS
BSBWHS602	Facilitate WHS activities
BSBWHS603	Implement WHS risk management
BSBWHS604	Evaluate the WHS performance of organisations
BSBWHS605	Develop, implement and maintain WHS management systems
BSBWHS606	Conduct a WHS audit
BSBWHS607	Apply ergonomics to manage WHS risks
BSBWHS608	Assist with applying occupational hygiene to manage WHS risks
BSBWHS609	Advise on the application of safe design principles to control WHS risks
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
BSBWOR424	Develop a time management plan
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Lead and manage team effectiveness
BSBWRK311	Develop self-awareness
BSBWRK409	Prepare for and participate in dispute resolution
BSBWRK411	Support employee and industrial relations procedures
BSBWRK412	Contribute to personal development
BSBWRK520	Manage employee relations
BSBWRT301	Write simple documents
BSBWRT401	Write complex documents
BSBWRT501	Write persuasive copy
BSBXCM301	Engage in workplace communication
BSBXCM401	Apply communication strategies in the workplace

BSBXCM501	Lead communication in the workplace
BSBXDB301	Respond to the service needs of customers and clients with disability
BSBXDB401	Develop and implement recruitment processes that are inclusive of people with disability
BSBXDB501	Support staff members with disability in the workplace
BSBXDB502	Adapt organisations to enhance accessibility for people with disability
BSBXTW301	Work in a team
BSBXTW401	Lead and facilitate a team

Imported units of competency

A range of units of competency have been imported into the *BSB Business Services Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Imported unit code	*Imported unit title*	*Origin*
AHCBUS607	Implement a monitoring, evaluation and reporting program	AHC10 - Agriculture, Horticulture and Conservation and Land Management
AHCSAW302	Implement erosion and sediment control measures	AHC10 - Agriculture, Horticulture and Conservation and Land Management
CHCADV001	Facilitate the interests and rights of clients	CHC - Community Services
CHCCCS007	Develop and implement service programs	CHC - Community Services
CPCCWHS1001	Prepare to work safely in the construction industry	CPC08 - Construction, Plumbing and Services Training Package
CHCDIV001	Work with diverse people	CHC - Community Services
CHCINM001	Meet statutory and organisation information requirements	CHC - Community Services
CHCLLN001	Respond to client language, literacy and numeracy needs	CHC - Community Services
CHCPRP001	Develop and maintain networks and collaborative partnerships	CHC - Community Services
CHCVOL003	Recruit, induct and support volunteers	CHC - Community Services
CPPDSM4047	Implement and monitor procurement process	CPP07 - Property Services Training Package
CPPWMT3044A	Identify wastes and hazards	CPP07 - Property Services Training Package
CUAATS301	Work effectively in the Aboriginal and Torres Strait Islander visual arts industry	CUA - Creative Arts and Culture Training Package
CUAATS504	Work with Aboriginal and Torres Strait Islander cultural material	CUA - Creative Arts and Culture Training Package
CUACNM301	Move and store collection material	CUA - Creative Arts and Culture Training Package
CUACNM401	Assess the significance of collection objects	CUA - Creative Arts and Culture Training Package
CUACNM402	Prepare display mounts for collection material	CUA - Creative Arts and Culture Training Package
CUACNM403	Work with cultural material	CUA - Creative Arts and Culture Training Package
CUACNM501	Assess the significance of collections	CUA - Creative Arts and Culture Training Package

Imported unit code	Imported unit title	Origin
CUACNM601	Manage collection maintenance and preservation procedures	CUA - Creative Arts and Culture Training Package
CUADIG303	Produce and prepare photo images	CUA - Creative Arts and Culture Training Package
CUAEVP201	Assist with the staging of public activities and events	CUA - Creative Arts and Culture Training Package
CUAEVP401	Present information on activities, events and public programs	CUA - Creative Arts and Culture Training Package
CUAEVP402	Design and develop interpretive displays	CUA - Creative Arts and Culture Training Package
CUAEVP403	Install and dismantle exhibition elements	CUA - Creative Arts and Culture Training Package
CUAEVP501	Coordinate the installation and dismantling of exhibitions	CUA - Creative Arts and Culture Training Package
CUAEVP502	Develop and implement exhibition interpretive strategies	CUA - Creative Arts and Culture Training Package
CUAFIM401	Obtain revenue to support operations	CUA - Creative Arts and Culture Training Package
CUAIND202	Develop and apply knowledge of information and cultural services organisations	CUA - Creative Arts and Culture Training Package
CUAIND301	Work effectively in the creative arts industry	CUA - Creative Arts and Culture Training Package
CUAPRE401	Implement preventive conservation activities	CUA - Creative Arts and Culture Training Package
CUAWRT401	Edit texts	CUA - Creative Arts and Culture Training Package
CUAWRT402	Write extended stories	CUA - Creative Arts and Culture Training Package
FNSACC311	Process financial transactions and extract interim reports	FNS - Financial Services Training Package
FNSACC413	Make decisions in a legal context	FNS - Financial Services Training Package
FNSACC416	Set up and operate a computerised accounting system	FNS - Financial Services Training Package
FNSCMP501	Comply with financial services legislation	FNS - Financial Services Training Package
FNSCUS501	Develop and nurture relationships with clients, other professionals and third party referrers	FNS - Financial Services Training Package
FNSFLT201	Develop and use a personal budget	FNS - Financial Services Training Package
FNSFLT203	Develop knowledge of debt and consumer credit	FNS - Financial Services Training Package
FNSINC401	Apply principles of professional practice to work in the financial services industry	FNS - Financial Services Training Package
FNSORG501	Develop and manage a budget	FNS - Financial Services Training Package
FNSORG601	Negotiate to achieve goals and manage disputes	FNS - Financial Services Training Package
FNSORG602	Develop and manage financial systems	FNS - Financial Services Training Package
FNSPIM412	Participate in formal communication processes	FNS - Financial Services Training Package
FNSPRM601	Establish, supervise and monitor practice systems to conform with legislation and regulations	FNS - Financial Services Training Package

Imported unit code	Imported unit title	Origin
FNSPRM602	Improve the practice	FNS - Financial Services Training Package
FNSPRM603	Grow the practice	FNS - Financial Services Training Package
FNSSAM301	Identify opportunities for cross-selling products and services	FNS - Financial Services Training Package
FNSSAM402	Implement a sales plan	FNS - Financial Services Training Package
HLTAID003	Provide first aid	HLT - Health
HLTAID005	Provide first aid in remote situations	HLT - Health
ICPDMT321	Capture a digital image	ICP - Printing and Graphic Arts
ICPDMT322	Edit a digital image	ICP - Printing and Graphic Arts
ICPPRN386	Troubleshoot digital media	ICP - Printing and Graphic Arts
ICPPRP322	Digitise images for reproduction	ICP - Printing and Graphic Arts
ICPPRP397	Transfer digital files	ICP - Printing and Graphic Arts
ICPPRP422	Digitise complex images for reproduction	ICP - Printing and Graphic Arts
ICTGAM504	Manage interactive media production	ICT - Information and Communications Technology
ICTICT103	Use, communicate and search securely on the internet	ICT - Information and Communications Technology
ICTICT104	Use digital devices	ICT - Information and Communications Technology
ICTICT203	Operate application software packages	ICT - Information and Communications Technology
ICTICT204	Operate a digital media technology package	ICT - Information and Communications Technology
ICTICT209	Interact with ICT clients	ICT - Information and Communications Technology
ICTICT308	Use advanced features of computer applications	ICT - Information and Communications Technology
ICTICT511	Match ICT needs with the strategic direction of the enterprise	ICT - Information and Communications Technology
ICTICT515	Verify client business requirements	ICT - Information and Communications Technology
ICTICT602	Develop contracts and manage contracted performance	ICT - Information and Communications Technology
ICTICT606	Develop communities of practice	ICT - Information and Communications Technology
ICTSAS204	Record client support requirements	ICT - Information and Communications Technology
ICTSAS305	Provide ICT advice to clients	ICT - Information and Communications Technology
ICTSAS410	Identify and resolve client ICT problems	ICT - Information and Communications Technology
ICTWEB201	Use social media tools for collaboration and engagement	ICT - Information and Communications Technology
ICTWEB417	Integrate social web technologies	ICT - Information and Communications Technology
ICTWEB418	Use development software and ICT tools to build a basic website	ICT - Information and Communications Technology
ICTWEB420	Write content for web pages	ICT - Information and Communications Technology
MSMENV472	Implement and monitor environmentally sustainable work practices	MSA07 - Manufacturing Training Package
MSS015002	Develop strategies for more sustainable use of resources	MSS11 - Sustainability Training Package

Imported unit code	Imported unit title	Origin
PSPETH001	Uphold the values and principles of public service	PSP - Public Sector Training Package
PSPETH002	Uphold and support the values and principles of public service	PSP - Public Sector Training Package
PSPETH003	Promote the values and ethos of public service	PSP - Public Sector Training Package
PSPGEN021	Contribute to conflict management	PSP - Public Sector Training Package
PSPGEN027	Gather and analyse information	PSP - Public Sector Training Package
PSPGEN028	Provide a quotation	PSP - Public Sector Training Package
PSPGEN043	Apply government processes	PSP - Public Sector Training Package
PSPGEN049	Undertake negotiations	PSP - Public Sector Training Package
PSPGEN067	Establish and maintain strategic networks	PSP - Public Sector Training Package
PSPLEG001	Comply with legislation in the public sector	PSP - Public Sector Training Package
PSPMGT006	Develop a business case	PSP - Public Sector Training Package
PSPMGT012	Facilitate knowledge management	PSP - Public Sector Training Package
PSPPCM003	Procure goods and services	PSP - Public Sector Training Package
PSPPCM004	Plan procurement	PSP - Public Sector Training Package
PSPPCM005	Develop and distribute requests for offers	PSP - Public Sector Training Package
PSPPCM006	Select providers and develop contracts	PSP - Public Sector Training Package
PSPPCM008	Manage contract performance	PSP - Public Sector Training Package
PSPPCM009	Finalise contracts	PSP - Public Sector Training Package
PSPPCM011	Plan to manage a contract	PSP - Public Sector Training Package
PSPPCM023	Manage strategic contracts	PSP - Public Sector Training Package
PSPPCY004	Support policy implementation	PSP - Public Sector Training Package
PUAWER001B	Identify, prevent and report potential workplace emergency situations	PUA00 - Public Safety Training Package
PUAWER002B	Ensure workplace emergency prevention procedures, systems and processes are implemented	PUA00 - Public Safety Training Package
PUAWER003B	Manage and monitor workplace emergency procedures, equipment and other resources	PUA00 - Public Safety Training Package
PUAWER004B	Respond to workplace emergencies	PUA00 - Public Safety Training Package
SIRXSLS001	Sell to the retail customer	SIR - Retail Services Training Package
SISXFAC003	Implement facility maintenance programs	SIS - Sport, Fitness and Recreation Training Package

Imported unit code	Imported unit title	Origin
SITTGDE001	Interpret aspects of local Australian Indigenous culture	SIT - Tourism, Travel and Hospitality Training Package
SITTGDE005	Prepare and present tour commentaries or activities	SIT - Tourism, Travel and Hospitality Training Package
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	SIT - Tourism, Travel and Hospitality Training Package
SITTGDE309	Prepare specialised interpretive content on cultural and heritage environments	SIT - Tourism, Travel and Hospitality Training Package
SITXCOM002	Show social and cultural sensitivity	SIT - Tourism, Travel and Hospitality Training Package
SITXCOM003	Provide a briefing or scripted commentary	SIT - Tourism, Travel and Hospitality Training Package
SITXHRM002	Roster staff	SIT - Tourism, Travel and Hospitality Training Package
SITXMPR001	Coordinate production of brochures and marketing materials	SIT - Tourism, Travel and Hospitality Training Package
TAEASS301	Contribute to assessment	TAE - Training and Education
TAEDEL301	Provide work skill instruction	TAE - Training and Education
TAEDEL401	Plan, organise and deliver group-based learning	TAE - Training and Education
TAEDEL402	Plan, organise and facilitate learning in the workplace	TAE - Training and Education
TAEDEL404	Mentor in the workplace	TAE - Training and Education
TAEDES401	Design and develop learning programs	TAE - Training and Education
TAETAS501	Undertake organisational training needs analysis	TAE - Training and Education
TLIE4006	Collect, analyse and present workplace data and information	TLI - Transport and Logistics Training Package

Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency

- shows whether the outcomes of the previous and current versions are equivalent or not equivalent

- Shows new components as well as any components removed from the training package.

Qualification mapping

Qualification code and title BSB Business Services version 3.0	Qualification code and title BSB Business Services version 4.0	Comments	Equivalence to previous qualification
BSB30115 Certificate III in Business (release 3)	BSB30115 Certificate III in Business (release 4)	Updates to elective units	Equivalent
BSB30215 Certificate III in Customer Engagement (release 3)	BSB30215 Certificate III in Customer Engagement (release 4)	Updates to elective units	Equivalent
BSB40215 Certificate IV in Business (release 3)	BSB40215 Certificate IV in Business (release 4)	Updates to elective units	Equivalent
BSB41015 Certificate IV in Human Resources (release 3)	BSB41015 Certificate IV in Human Resources (release 4)	Updates to elective units	Equivalent
BSB42015 Certificate IV in Leadership and Management (release 3)	BSB42015 Certificate IV in Leadership and Management (release 4)	Updates to elective units	Equivalent
BSB50215 Diploma of Business (release 2)	BSB50215 Diploma of Business (release 3)	Updates to elective units	Equivalent
BSB50618 Diploma of Human Resources Management (release 1)	BSB50618 Diploma of Human Resources Management (release 2)	Updates to elective units	Equivalent
BSB51918 Diploma of Leadership and Management (release 1)	BSB51918 Diploma of Leadership and Management (release 2)	Updates to elective units	Equivalent

Unit mapping

Unit of competency code and title BSB Business Services version 3.0	Unit of competency code and title BSB Business Services version 4.0	Comments	Equivalence to previous unit
N/A	BSBXCM301 Engage in workplace communication	New unit	N/A
N/A	BSBXCM401 Apply communication strategies in the workplace	New unit	N/A
N/A	BSBXCM501 Lead communication in the workplace	New unit	N/A
N/A	BSBXDB301 Respond to the service needs of customers and clients with disability	New unit	N/A
N/A	BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability	New unit	N/A
N/A	BSBXDB501 Support staff members with disability in the workplace	New unit	N/A

Unit of competency code and title BSB Business Services version 3.0	Unit of competency code and title BSB Business Services version 4.0	Comments	Equivalence to previous unit
N/A	BSBXDB502 Adapt organisations to enhance accessibility for people with disability	New unit	N/A
N/A	BSBXTW301 Work in a team	New unit	N/A
N/A	BSBXTW401 Lead and facilitate a team	New unit	N/A

PwC's Skills for Australia also recommends using the Compare Content Tool available on the *training.gov.au* (TGA) website for more information about specific changes. Visit *https://www.youtube.com/watch=EjhNe3BuoH4* to watch a video on how to use this tool.

Sectors in the Business Services Training Package

Broad	Titles for specific competency fields (alpha code)	Description This code is used to indicate:
Administration	Educational Administration (EDU)	Specialist units of competency developed for application in educational environments
	General Administration (ADM)	Units of competency developed for application in a broad range of work environments
	Legal Services Administration (LEG)	Specialist units of competency developed for application in a legal work environment
	Medical Services Administration (MED)	Specialist units of competency developed for application in medical environments including doctor's surgeries, hospitals, medical centres, hospices etc.
	Procurement and Contracting (PRC)	Specialist units of competency developed for the acquisition of goods and services
Business Development	Advertising (ADV)	Specialist units of competency developed for application in an advertising work environment
	International Business (INT)	Specialist units of competency developed for application in workplace environments involved in the import and/or export of goods and services
	Marketing (MKG)	Specialist units of competency developed for application in planning, developing and implementing marketing strategies
	Public Relations (PUB)	Specialist units of competency developed for application in public relations, fundraising and sponsorship environments
	Sales (SLS)	Specialist units of competency developed for application in the sales process and in sales management

Broad	Titles for specific competency fields (alpha code)	Description This code is used to indicate:
Communication	Interpersonal Communication (CMM)	Units of competency denoting the application of interpersonal skills in a range of contexts within the workplace
	Writing (WRT)	Specialist units relating to the development and use of writing skills to communicate information
Creativity and Innovation	Creative Thinking (CRT)	Units of competency requiring the application of thought to develop concepts, ideas and constructive argument for the workplace
	Innovation (INN)	Units of competency requiring the application of skills and knowledge for the development of new practices, systems and processes for the workplace
Cross sector	Communication (XCM)	Units of competency that can be used across industries and training packages to develop skills for workplace communication
	Disability (XDB)	Units of competency that can be used across industries and training packages for those engaging with people with disability
	Teamwork (XTW)	Units of competency that can be used across industries and training packages to develop skills for workplace teamwork
Design	Design Process (DES)	Units of competency requiring the application of skills and knowledge for the development and application of design techniques in response to workplace requirements
Finance	Financial Admin (FIA)	Units of competency applicable to financial record preparation and reporting
	Financial Management (FIM)	Units of competency related to the general management of financial functions including budgets, payroll and reporting
Industry Capability	Continuity (CON)	Specialist units of competency developed for the application of planning, resourcing and managing business continuity to ensure the resilience and critical functions/objectives of the business can be maintained in the event of a disruptive occurrence
	Industry Context (IND)	Units of competency providing an overview of the work requirements essential in specific workplace environments
	Product Skills and Advice (PRO)	Units of competency requiring the development and application of product knowledge
	Sustainability (SUS)	Specialist units of competency developed for the application of environmentally sustainable work practices
	Workplace Effectiveness (WOR)	Units of competency developed for application as core workplace skills and practices

Broad	Titles for specific competency fields (alpha code)	Description This code is used to indicate:
Information and Communications Technology	E Business (EBU)	Specialist units of competency developed for application in e business environments
	IT Analysis and Design (ITA)	Specialist units of competency developed for application in the design and analysis of computerised systems and processes
	IT Building and Implementation (ITB)	Specialist units of competency developed for application in computer network environments
	IT Support (ITS)	Specialist units of competency developed for application in the maintenance of business technology
	IT Use (ITU)	Units of competency requiring the use of computer based hardware and software
Knowledge Management	Information Management (INM)	Specialist units of competency requiring the application of a range of information management processes including computerised and non-computerised systems
	Recordkeeping (RKG)	Specialist units of competency developed for the application of recordkeeping procedures and practices in a broad range of work environments
	Research (RES)	Specialist units of competency required for application in the sourcing, collection, analysis and presentation of information
Library Information Systems	Library (LIB)	Specialist units of competency developed for the application of library procedures and practices in a broad range of work environments: • Collection management • Exhibitions and visitor programs • Industry capability • Information literacy • Information management • Information services • Multimedia technology • Preventive conservation • Regulations, licensing and risk • Relationship management
Management and Leadership	Frontline Management (FLM)	Units of competency requiring the application of team management skills within a work group
	Franchising (FRA)	Specialist units of competency required for application in the establishment and management of a franchise
	Leadership (LDR)	Specialist units of competency required for leadership and people management in the workplace
	Management (MGT)	Specialist units of competency required for organisational development and people management in the workplace

Broad	Titles for specific competency fields (alpha code)	Description This code is used to indicate:
	Project Management (PMG)	Specialist units of competency required for management and direction of projects
	Small and Micro Business (SMB)	Specialist units of competency developed for application in managing and operating micro and small businesses
Regulation, Licensing and Risk	Compliance (COM)	Specialist units of competency developed for compliance monitoring and management in a range of work environments
	Conveyancing (CNV)	Specialist units of competency developed for application by conveyancers
	Governance (GOV)	Specialist units of competency developed for application by company or Board directors
	Aboriginal and Torres Strait Islander Governance (ATSI)	Specialist units of competency developed for application in Indigenous governance work environments
	Work Health and Safety (WHS)	Specialist units of competency developed for implementing, monitoring and managing WHS in the workplace
	Quality Auditing (AUD)	Specialist units of competency developed for the implementation of quality audit systems
	Risk Management (RSK)	Specialist units of competency developed for application in a range of risk management contexts
	Intellectual Property (IPR)	Specialist units of competency developed for the protection, management and use of intellectual property
Stakeholder Relations	Customer Engagement (CUE)	Specialist units of competency developed for application in a customer engagement centre environment
	Customer Service (CUS)	Specialist units of competency developed for the application of customer service skills
	Relationship Management (REL)	Specialist units of competency associated with the development of client relationships and business networks
Workforce Development	Diversity (DIV)	Specialist units of competency required for the development of a culturally sensitive workplace
	Human Resource Management (HRM)	Specialist units of competency required for the selection, induction, termination and wellbeing of staff
	Learning and Development (LED)	Units of competency for application in development of the workforce
	Recruitment and Employment Services (EMS)	Specialist units of competency developed for application in the provision of recruitment/employment services

Broad	Titles for specific competency fields (alpha code)	Description This code is used to indicate:
	Workplace Relations (WRK)	Specialist units of competency applied in workplace review processes, dealing with and through trade unions, and in a range of industrial relations contexts

Implementation information

Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the *Application* section of units of competency and the *Qualification description* section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

Information for conveyancers

Conveyancers help prepare all legal documents involved in a real estate transaction (in Western Australia, conveyancers are known as settlement agents). The following licensing, legislative and certification requirements apply to conveyancing qualifications in the *BSB Business Services Training Package*.

Minimum qualifications/required units of competency

Conveyancers must be either qualified legal practitioners or hold BSB52015 *Diploma of Conveyancing* with the following units of competency:

- *BSBCNV501 Take instructions in relation to a transaction*

- *BSBCNV502 Read and interpret a legal document and provide advice*

- *BSBCNV503 Analyse and interpret legal requirements for a transaction*

- *BSBCNV504 Prepare legal documents*

- *BSBCNV505 Finalise the conveyancing transaction*

- *BSBCNV506 Establish and manage a trust account*

- *BSBLEG415 Apply the principles of contract law*

- *FNSACC413 Make decisions in a legal context*

- *FNSINC401 Apply principles of professional practice to work in the financial services industry*

- plus 4 elective units.

Independent conveyancing contractors need to complete the following two sectoral units of competency to be licensed with the Business Licensing Authority

- *BSBCNV601 Identify and conduct searches*

- *FNSORG601 Negotiate to achieve goals and manage disputes.*

Relevant legislation and regulatory requirements

Legislative and regulatory requirements differ between States and Territories in Australia, and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements.

Commonwealth

- *A New Tax System (Goods and Services Tax) Act 1999*

- *Age Discrimination Act 2004*

- *Anti-Money Laundering and Counter-Terrorism Financing Act 2006*

- *Australian Capital Territory Government Service (Consequential Provisions) Act 1994*

- *Australian Human Rights Commission Act 1986*

- *Australian Prudential Regulation Authority Act 1998*

- *Australian Securities and Investments Commission Act 2001*

- *Competition and Consumer Act 2010*

- *Corporations Act 2001*

- *Disability Discrimination Act 1992*

- *Fringe Benefits Tax Assessment Act 1986*

- *Income Tax Assessment Act 1997*

- *Privacy Amendment (Enhancing Privacy Protection) Act 2012*

Licensing requirement

- *Racial Discrimination Act 1975*

- *Sex Discrimination Act 1984*

- *Tax Agent Services Act 2009*

- *Taxation Administration Act 1953*

- *Work Health and Safety Act 2011*

State/Territory

- Anti-discrimination: *Discrimination Act 1991 (ACT); Antidiscrimination Act 1977 (NSW); Anti-Discrimination Act 1996 (NT); Anti-Discrimination Act 1991 (Qld); Anti-Discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA)*

- Occupational health and safety: *Occupational Health and Safety Act 2004 (Vic); Occupational Safety and Health Regulations 1996 (WA)*

- Trustee: *Trustee Act 1958 (Vic); Trustee Act 1925 (NSW); Trustee Act 1936 (SA); Trustee Act 1962 (WA); Trustee Act 1978 (Qld)*

Regulatory authorities/Standards

- *Australian Accounting Standards Board (AASB)* Standards

- Financial Reporting Council

Licensing requirement

State/Territory	Licensing requirements
NSW	Conveyancers must be licensed. Compliance with the *Conveyancers Licensing Act 2003* and the *Conveyancing Licensing Regulation 2006*.

State/Territory	Licensing requirements
NT	Conveyancers must be licensed. Compliance with the *Agents Licensing Act*.
SA	Conveyancers must be registered. Compliance with the *Conveyancers Act 1994*.
Vic	Must be licensed. Compliance with the *Conveyancers Act 2006*.
WA	Need Settlement Agents' licence.
ACT & Qld	No conveyancing Act. Need to hire a legal practitioner or conveyancer working within a law firm.
Tas	Must be licensed. Compliance with the *Conveyancing Act 2004*.

WHS implications in the industry

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

- embedding requirements in the elements/performance criteria of units of competency

- Including specific *WHS* units in qualifications.

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

Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section 'Who can deliver and assess a qualification?' in this Guide).

As well as the requirements set by the registering body, assessors of *BSBWHS402 Assist with compliance with WHS laws* must hold a WHS qualification or equivalent at diploma level or higher.

Entry requirements

Generally individuals may commence a qualification as long as have the knowledge, skills or experience required for entry.

Industry feedback has determined that particular entry requirements are required to maximise the successful completion of some qualifications by learners.

The table shows those qualifications in the *BSB Business Services* they *Training Package* with specific entry requirements.

Qualification code and title	Entry requirements
BSB51315 Diploma of Work Health and Safety	This qualification requires individual to hold core units of competency from *BSB41415 Certificate IV in Work Health and Safety*, or equivalent competencies. Equivalent competencies are the predecessors of the following units which have been mapped as having equivalent outcomes: - BSBWHS402 Assist with compliance with WHS laws - BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes

Qualification code and title	Entry requirements
	• BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control
	• BSBWHS405 Contribute to implementing and maintaining WHS management systems • BSBWHS406 Assist with responding to incidents
BSB52318 Diploma of Governance	Entry to this qualification is limited to those individuals who: • have completed a *Certificate IV in Governance* or • provide evidence of competency in the core units required for *BSB40915 Certificate IV in Governance* or • have vocational experience in a range of environments working with boards of governance, but with no formal qualification.
BSB52415 Diploma of Marketing and Communication	Entry to this qualification is limited to those individuals who have completed all core units in *BSB42415 Certificate IV in Marketing and Communication*.
BSB60615 Advanced Diploma of Work Health and Safety	This qualification requires individuals to hold all core units of competency from *BSB51315 Diploma of Work Health and Safety,* or equivalent competencies. Equivalent competencies are the predecessors of the following units which have been mapped as having equivalent outcomes: • BSBWHS502 Manage effective WHS consultation and participation processes • BSBWHS503 Contribute to the systematic management of WHS risk • BSBWHS504 Manage WHS risks • BSBWHS505 Investigate WHS incidents • BSBWHS506 Contribute to developing, implementing and maintaining WHS management systems
BSB61218 Advanced Diploma of Program Management	Entry to this qualification is limited to those who: • have completed a *Diploma of Project Management* qualification. or • have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.
BSB61315 Advanced Diploma of Marketing and Communication	Entry to this qualification is limited to those individuals who have completed all core units in *BSB52415 Diploma of Marketing and Communications* or equivalent units of competency.
BSB80215 Graduate Diploma of Strategic Leadership	Entry to this qualification is limited to those who: • have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/complexity in an enterprise or • have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise or • have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.
BSB80315 Graduate	Entry to this qualification is limited to those who:

Qualification code and title	Entry requirements
Certificate in Leadership Diversity	• have completed a Bachelor degree in related fields of study or • have completed a Diploma or Advanced Diploma qualification in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise. or • have three years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.
BSB80415 Graduate Diploma of Portfolio Management	Entry to this qualification is limited to those who: • have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise. or • have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise. or • have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.

Access and equity considerations

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

- age

- gender

- cultural or ethnic background

- disability

- sexuality

- language, literacy or numeracy skills

- employment status

- geographical location.

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

- ensure that training and assessment processes and methods do not disadvantage individual learners

- determine the needs of individual learners and to provide access to any educational and support services necessary.

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

- modifying assessment processes and techniques for learners who are located at a distance from a campus location

- checking that materials are culturally appropriate for learners and amending, as necessary

- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Considerations specific to learners with disability

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

RTOs have obligations to support learners with disability under the Standards for RTOs 2015, Disability Discrimination Act 1992, and the Disability Standards for Education 2005. RTOs need to be able to provide advice and information to students with disability on the suitability of a course, any inherent requirements for the course, reasonable adjustments that can be made, and support that is available.

Training and assessment practices must give due consideration to learners with disability, and in particular recognise the diverse range of disabilities and individualised impact that disability has on learners. Disability is broad and diverse, including physical and learning disabilities, chronic medical condition, or mental illness. RTOs must take an individualised approach to supporting learners with disability, recognising that each learner's disability will be unique, and will have a unique impact on their learning experience. An individual's disability may necessitate the implementation of specific supports to allow them to participate in learning.

It is recommended to ask universally (and also on an individual basis) whether a person requires adjustments to complete their course. Make it clear that all personal information will be handled confidentially and that this question is only asked for the purposes of being able to offer support and arrange reasonable adjustments. Students with disability do not have to disclose their disability, but by making it clear that disclosure is only for the purposes of providing support so they can access and participate in training equally, students are more likely to feel comfortable disclosing. If a student does choose to disclose, they must be consulted to determine what supports or reasonable adjustments should be put in place for them.

It is important that all staff are made aware of what their responsibilities are in negotiating and implementing adjustments and supports.

Examples of educational and support services that can assist students with disability meeting course requirements include:

- study support and skills programs, including language, literacy and numeracy (LLN) programs

- providing equipment, resources and/or programs to increase access for learners with disabilities

- use of trained support staff including specialist teachers, note-takers and interpreters

- flexible scheduling and delivery of training and assessment, including allowing longer time periods where appropriate, and adjustment to delivery methods and communication techniques

- provision of learning materials in alternative formats.

Reasonable adjustment

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

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as:

the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability

- benefit the learner with a disability

- maintain the competency standards

- be reasonable to expect in a workplace.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship

- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.

Reasonable adjustment considerations specific to learners with disability

Sometimes *reasonable adjustments*, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with disability. The purpose of reasonable adjustments is to make it possible for learners to participate fully. It is not to give learners with additional or different needs an advantage over others, to change course standards or outcomes, or to guarantee success. A reasonable adjustment in learning and assessment activity needs to be justifiable and uphold the integrity of the unit/qualification. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment. Reasonable adjustments should be negotiated on an individualised basis, recognising that each person with disability will have unique learning needs and requirements for adjustment.

Inherent requirements are the fundamental parts of a course that must be met by all students in order for them to be deemed competent. They are the abilities, skills and knowledge students need to complete the course — those components which, if removed, would compromise the learning outcomes. Students with disability should be provided with reasonable adjustments to enable them to meet these inherent requirements, provided this would not cause unjustifiable hardship to the RTO. However, if a student cannot meet the inherent requirements, even with adjustments, then they cannot complete the course. Students should be given as much information as possible to allow them to make informed decisions about whether they will be able to meet inherent course requirements.

Adjustments must:

- be discussed and agreed to by the learner with disability
- benefit the learner with disability
- maintain the competency standards
- be reasonable to expect in a workplace or training and assessment environment.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption, it is not likely to be reasonable.

Reasonable adjustments can encompass a range of areas including the physical environment, teaching delivery and format, utilisation of assistance equipment and reduction of study load. Examples of reasonable adjustments that can assist students with disability to participate fully in training and assessment include:

- accessible classrooms

- changes to class scheduling

- note-taking or interpreting support

- modification to presentation mediums and techniques, or teaching practices

- alternative course materials, information formats, and learning tasks

- alternative assessment formats, timeframes or tasks

- implementation of assistive technologies or specialised equipment

- allowing a carer or support person to be present in the learning environment

Additional Resources

The following resources can provide further information about different types of disability, as well as additional guidance and support for meeting the needs of learners with disability:

- the Australian Disability Clearinghouse on Education and Training (ADCET)
- the Australian Human Rights Commission
- National Disability Coordination Officers

Student Support Services, Access and Equity or Disability departments within your Training organization may also be referred to, to provide further guidance on supporting and including learners with disability.

An overview of some specific types of disability, their possible impacts, and teaching and assessment strategies to assist students with these impacts, can be found at: https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/

Some practical examples for implementing reasonable adjustments to address different learner needs can be found at:
http://www.ndco.stepscs.net.au/uploads/5/0/2/0/5020317/   7. reasonable adjustments sept 2014.pdf

Foundation skills

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

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

ACSF	*CSfW*

- Learning
- Reading
- Writing
	- Navigate the world of work
	  – Manage career and work life
	  – Work with roles, rights and protocols

ACSF	*CSfW*

• Oral Communication
• Numeracy
	• Interact with others
	   – Communicate for work
	   – Connect and work with others
	   – Recognise and utilise diverse perspectives
	
	• Get the work done
	   – Plan and organise
	   – Make decisions
	   – Identify and solve problems
	   – Create and innovate
	   – Work in a digital world

Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

• identifies applicable underpinning skills

• lists the performance criteria numbers for each skill

• describes the application of each skill in context of the performance criteria.

The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the *CSfW* are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.

Resource and equipment requirements

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment conditions* sections of assessment requirements documents.

Modes of delivery

Training and assessment in simulated environments

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

To maintain the integrity of training and assessment, RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

All assessors must consider relevant care and due diligence when assessing emotional intelligence units of competency.

Workplace simulation criteria

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

1 *Quality* – The work is of the standard required for entry into the industry.

2 *Productivity* – The work is performed within a timeframe appropriate for entry to the industry.

3 *Safety* – The work is performed in a manner that meets industry safety standards.

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

Assessing in simulated environments

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

- performing the task (task skills)

- managing a number of tasks (task management skills)

- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)

- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)

- transferring competencies to new contexts.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency

- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met

- use of self-assessment, peer assessment and debriefing activities

- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions.

Assessment checklist

Does the assessment allow the learner to:	Yes/No
• deal with typical customers, including difficult customers and diverse types of customers?	
• use facilities, equipment and materials that meet current industry standards?	
• plan and prioritise multiple tasks to meet deadlines?	
• experience the typical workflow for the industry?	
• require adherence to service standards, workplace procedures, health and safety requirements?	
• work with others as part of a team?	

- consider constraints and pressures met in the workplace, eg budget, time, availability of resources?

Australian apprenticeships

Apprenticeships and traineeships are legally binding training arrangements, between an employer and an employee, that combine training with paid employment. Apprenticeships and traineeships are established and administered by *State or Territory Training Authorities (STAs)*. STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites for *STAs*. Visit www.australianapprenticeships.gov.au for more information.

Some qualifications in the *BSB Business Services Training Package* may be suitable for delivery as traineeships. These should reflect those typically found in the workplace. The following assessment checklist can be used to make sure that some key points are considered are different requirements throughout Australia, so RTOs should check with their relevant State/Territory authority.

VET for secondary students

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school.

Successful completion of a *VET* program provides a student with a nationally recognised *AQF* qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status

- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools

- schools work together in partnership with RTOs.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The following qualifications from the *BSB Business Services Training Package* may be suitable for delivery to secondary students:

- BSB10115 Certificate I in Business

- BSB20115 Certificate I in Business

- BSB20215 Certificate II in Customer Engagement

- BSB30115 Certificate III in Business

- BSB30415 Certificate III in Business Administration

- BSB31015 Certificate III in Business Administration (Legal)

- BSB31115 Certificate III in Business Administration (Medical)

RTOs are advised to check requirements with the relevant authorities in their State/Territory.

Training and assessment issues for schools

Implementation of the *BSB Business Services Training Package* within the school sector, while encouraged, needs to ensure:

- the currency of skills and knowledge of those who train and assess students

- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace

- comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency

- current and realistic learning and assessment experiences.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and *VET* vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.

Other information relevant to implementation of the Training Package

Cross sector skills

Many of the skills most valued by industry cut across multiple sectors of Australia's economy. However, training package components are not always developed in a way that recognises the importance of skills in multiple sectors or encourages training products to be used to their full potential in various industry contexts.

The **Australian Industry and Skills Committee** (AISC) has identified several cross sector skills areas where opportunities exist to create flexible and transferable training package components that will benefit industry, learners and the broader VET sector. These cross sector skills are all at the forefront of growth and innovation in Australia.

Two such categories of cross sector skills have been identified as relevant to the BSB Training Package and the broader business Services industry. Units of Competency articulating these skills have been developed through broad consultation that has focused on the relevance of common skills to an array of industries. The cross sector skills that sit in the BSB Training Package are:

- Teamwork and communication

- Inclusion of people with disability

Whilst the units for these cross sectors are housed in the BSB Training Package, the intention of the cross sector training products is for industries and training package developers to import these units of competency into industry relevant qualifications in a manner that suits the job roles in those industries. Consequently, these units have been written in a way that allows for contextualisation to different industries.

Teamwork and Communication skills

The teamwork and communication cross sector skills stemmed from an initial analysis found that there were large numbers of units across all training packages covering these topics. It was identified that it would be beneficial for these skills to be consolidated into common units to enable learners to develop skills that easily transferable across industries.

Relevant units:

BSBXCM301	Engage in workplace communication
BSBXCM401	Apply communication strategies in the workplace
BSBXCM501	Lead communication in the workplace
BSBXTW301	Work in a team
BSBXTW401	Lead and facilitate a team

Inclusion of people with disability skills

The cross sector units in this space focus on upskilling individuals that engage with people with disability in workplace, employment and education settings, so as to facilitate enhanced inclusion of people with disability.

Relevant units:

BSBXDB301	Respond to the service needs of customers and clients with disability
BSBXDB401	Develop and implement recruitment processes that are inclusive of people with disability
BSBXDB501	Support staff members with disability in the workplace
BSBXDB502	Adapt organisations to enhance accessibility for people with disability

Relevant legislation, standards and regulatory requirements

Specific legislation, standards and regulatory requirements relevant to the disability cross sector units, include:

- Disability Discrimination Act
- Disability Standards for Education
- United Nations Convention on the Rights of Persons with Disability
- National Disability Insurance Scheme Act, Code of Conduct and Quality and Safeguards Framework
- National Disability Strategy
- Web Content Accessibility Guidelines
- Australian Law Reform Commission's National Decision Making Principles
- Fair Work Act

Information relevant to assessment simulation

Given the nature of support for people with disability, the need for interaction with real people (whether they be real clients, students or employees or not) is often a requirement. Having the learner reading case studies and writing down how they might interact with a person with disability could contribute to the assessment of their knowledge. However, it is not always enough to show that the learner has acquired the skill. Actually demonstrating that the learner can interact appropriately with real people is sometimes a condition of assessment in this training package. This requirement for real people would mean that if skills were not being demonstrated in the workplace with real clients, students or employees, then they would need to be simulated with other people, either with or without disability.

Simulation within the assessment of inclusion of people with disability in VET units of competency is permitted, noting that involvement of real people with disability in assessment environments may not always be necessary, appropriate, or accessible for some RTOs.

However, consideration must be given to how these simulations are designed to sufficiently convey real industry experiences, whilst maintaining adequate respect and integrity for people with disability. For example, it would be inappropriate to have a simulated environment where a proxy person imitates or pretends to be an individual with disability.

For a simulation to maintain integrity for people with disability, whilst facilitating adequate demonstration of acquired skills and knowledge, the simulation should focus on conveying the challenges, preferences and support needs of the person with disability, and not centre predominantly on simulating the disability condition or demonstrating possible limitations. Respectful simulations will balance consideration for the capabilities of a person with disability alongside any possible challenges. Simulations should adequately convey the social experience and any external barriers experienced by a person with disability, not solely the signs and symptoms of the disability. Furthermore, the focus of the simulation should not be on the simulation of disability, but rather the behaviours, interactions and competencies of the individual being assessed within the simulation.

To help with RTO guidance on what appropriate assessment simulations could look like for these units of competency, some examples are included below.

- Provision of a case study containing detailed information on an individual with disability, their personal capabilities, challenges, and support preferences.
- Presentation of hypothetical scenarios to a student, who may indicate how they would appropriately respond through verbal explanation or physical demonstration.
- Provision of a persona or specific example of an individual with disability, to which the student is required to explain or demonstrate how they would appropriately interact with that individual, without necessitating that the assessor or another individual would take on the persona or embody aspects of disability. It would be sufficient for them to verbally or otherwise convey what disability and characteristics the persona has.
- Presentation of a recorded video of a person with disability, to which the student must respond.

An RTO may find it particularly beneficial to consult people with disability or disability advocacy groups on the simulation techniques they intend to use, to receive feedback on whether they are appropriate and respectful.

Qualifications

What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework (AQF)* qualification types. *Vocational Education & Training (VET)* qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the *AQF*.

The *AQF* provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the *VET* sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the *AQF*, see the *AQF* website:
http://www.aqf.edu.au

Qualifications in the Business Services (BSB) Training Package version 4

See above for a list of qualifications in the BSB Training Package
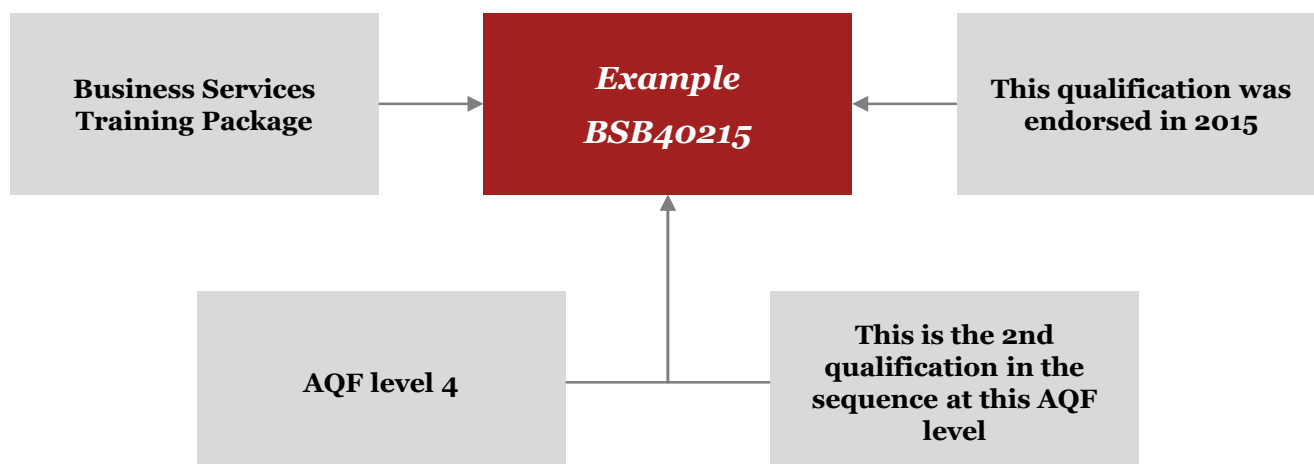
Qualification structure

Qualifications are based on templates prescribed by the NSSC Standards for Training Packages 2012. The table explains the contents of each field for qualifications in this training package.

Qualification code

Each qualification has a unique eight-character code:

- the first three characters identify the training package

- the first number identifies the qualification level

- the next two numbers identify a qualification's position in the sequence of qualifications at that level

- the last two numbers identify the year in which the qualification was endorsed.

For example:

Qualification title

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

Entry requirements

This is an optional field that specifies any mandatory entry requirements.

Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification

- specifies the number of core and elective units

- lists all core and elective unit codes and titles, including prerequisite units where they apply.

Qualification mapping information

This field specifies the code and title of any equivalent qualification.

Links

This field provides a link to the Companion Volume Implementation Guide.

Pathways into and between qualifications

Most *BSB Business Services Training Package* qualifications at diploma and advanced diploma levels cover underpinning competencies in a range of higher education programs. There are currently no national credit arrangements between qualifications in the *BSB Business Services Training Package* and higher education programs due to the diversity of business, commerce and accounting curriculum across universities.

Qualification pathways and occupational outcomes

A pathway is the route or course of action taken to get to a destination. A *training pathway* generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of *AQF* qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs

- on-the-job training, e.g. apprenticeships, traineeships

- recognition of prior learning

- credit transfer.

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