
Business Services Curriculum Framework

Stage 6 Syllabus

**based on the BSB Business Services
Training Package (version 5)**

for implementation from 2020

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1 Introduction to the Business Services Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

1.1 AQF VET qualifications available in the Business Services Curriculum Framework

The Business Services Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *BSB Business Services Training Package*.

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

- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business
- BSB30415 Certificate III in Business Administration.

1.2 Industry context – business services

Business services is a broad sector covering workers in Australia who provide professional assistance to other businesses.

The sector is not aligned to a specific industry or profession. It represents a collection of job roles that require similar skills. Skill sectors include business operations and management, compliance and risk management, human resources, information management, leadership and management, legal services, marketing, project management, work health and safety.

Some 1.5 million individuals are employed in the sector across organisations of all sizes, in public private and social sectors. There is no unifying employer type and all operate very differently. As such, the skills needs of the business services sector are broad and diverse.

Technological and digital change and new ways of working are two key trends shaping the business services sector over the medium to long term. Learners entering the workforce must be well equipped with transferable skills that will enable them to transition across job roles and industries and have the right, future fit, skills. Training must be agile and flexible to meet continually evolving skills needs faced by industry.¹

¹ www.skillsforaustralia.com (PwC's Skills for Australia)

1.3 HSC VET course and AQF VET qualification completion requirements

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

1.3.1 HSC VET course requirements

HSC VET courses in the Business Services Curriculum Framework are made up of:

- units of competency:
 - associated HSC **mandatory** units of competency
 - HSC **elective** units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Business Services Curriculum Framework they must meet the:

- HSC VET course requirements (refer to Sections 2.2–2.6 of this Syllabus)
- requirements for satisfactory course completion (refer to the NSW Education Standards Authority (NESA) [Assessment Certification Examination \(ACE\) website](#)). There must be sufficient evidence that the student has:
 - followed the course developed by NESA
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
 - achieved some or all of the course outcomes
 - undertaken the mandatory work placement.

1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the *BSB Business Services Training Package* (training.gov.au).

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of **core** and **elective** units of competency required for eligibility for an AQF VET qualification.

Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

Qualification packaging rules for the AQF VET qualifications available through the Business Services Curriculum Framework are contained in the [BSB Business Services Training Package. Associated documents](#) have been developed to describe how qualifications can be achieved through the Framework.

1.4 HSC VET course delivery

HSC VET courses can only be delivered by an RTO with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at training.gov.au.

RTOs offering training programs for the delivery and assessment of the Business Services HSC VET courses must meet the requirements of the VET Quality Framework, the [BSB Business Services Training Package](#) and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW is contained on the [ACE website](#).

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#) or [Registration Systems and Member Non-government Schools \(NSW\) Manual](#).

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:

- the units of competency (refer to Section 2.6 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

HSC VET courses are competency-based. NESAS and the VET Quality Framework require that a competency-based approach to assessment is used. For more advice on appropriate assessment practice in relation to the Business Services Curriculum Framework see [Assessment and Reporting in Business Services](#).

An integrated or holistic approach to course delivery and assessment should be adopted.

2 Course structures and requirements

2.1 Business Services HSC VET courses

This Framework specifies the range of industry-developed units of competency from the *BSB Business Services Training Package* for inclusion in the HSC. It describes how these units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Business Services Curriculum Framework contains the following courses:

- Business Services (120 indicative hours) – see Section 2.2 of this Syllabus
- Business Services (240 indicative hours) – see Section 2.3 of this Syllabus
- Business Services Specialisation Study (60 indicative hours) – see Section 2.4 of this Syllabus
- Business Services Extension (120 indicative hours) – see Section 2.5 of this Syllabus.

2.1.1 Unit credit for the Higher School Certificate

To facilitate flexibility of VET in the HSC, courses within the Business Services Curriculum Framework may be delivered as Preliminary, as HSC or as a combination of Preliminary and HSC units.

The HSC credit units will be allocated to students' Preliminary and/or HSC patterns of study as required.

The pattern of study (NESA course number) entered on Schools Online should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Table 1 HSC credit units for Business Services HSC courses

HSC VET course	HSC credit units
Business Services (120 indicative hours)	2
Business Services (240 indicative hours)	4
Business Services Specialisation Study (60 indicative hours)	1
Business Services Extension (120 indicative hours)	2

2.1.2 NESAs course numbers

26100 – Business Services (120 indicative hours)

Pattern of study: 2 units x 1 year

Enter this NESAs course number for either Year 11 (Preliminary) or Year 12 (HSC) on Schools Online.

26101 – Business Services (240 indicative hours)

Pattern of study: 2 units x 2 years

Enter this NESAs course number for both Year 11 (Preliminary) and Year 12 (HSC) on Schools Online.

26102 – Business Services (240 indicative hours)

Pattern of study: 4 units x 1 year

Enter this NESAs course number for either Year 11 (Preliminary) or Year 12 (HSC) on Schools Online.

26113 – Business Services Specialisation Study (60 indicative hours)

Pattern of study: 1 unit x 1 year

Enter this NESAs course number for Year 12 (HSC) on Schools Online.

26118 – Business Services Extension (120 indicative hours)

Pattern of study: 2 units x 1 year

Enter this NESAs course number for Year 12 (HSC) on Schools Online.

2.1.3 HSC examination number

26199 – Business Services HSC examination

Enter this NESAs course number on Schools Online as a Year 12 (HSC) entry in the year the examination is undertaken.

2.1.4 Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, VET courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the

assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

The HSC indicative hours assigned to each unit of competency are listed in Section 2.6 of this Syllabus.

It is anticipated the majority of students completing the 240-hour course, or 240-hour course plus 60-hour Specialisation Study, under regular course arrangements would have the opportunity to achieve a Certificate II or III qualification.

2.1.5 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and minimum hours have been assigned to HSC VET courses.

Work placement is to be undertaken in an appropriate business services work environment.

Students undertaking courses as part of a school-based traineeship will meet mandatory work placement hour requirements through the on-the-job training component of the traineeship.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course ([ACE 8051](#)).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing 'N' determinations as outlined on the [ACE website](#).

Students must complete the following work placement for Business Services Curriculum Framework courses.

Table 2 Minimum work placement hours for Business Services HSC courses

Business Services Framework course	Minimum work placement requirement
Business Services (120 indicative hours)	35 hours
Business Services (240 indicative hours)	70 hours
Business Services Specialisation Study (60 indicative hours)	no additional hours required
Business Services Extension (120 indicative hours)	35 hours

For more information see [Work Placement in Business Services](#).

2.2 Business Services (120 indicative hours)

AQF VET qualifications

The Business Services (120 indicative hours) course provides a pathway to the following qualifications:

Statement of Attainment towards:

- [BSB20115 Certificate II in Business](#)
- [BSB30115 Certificate III in Business](#)
- [BSB30415 Certificate III in Business Administration](#)

Course structure

This course consists of a selection of units of competency from the HSC mandatory and/or HSC elective pool to a minimum of 120 HSC indicative hours.

(See Section 2.6, Tables 4–5 of this Syllabus.)

Course requirements – Business Services (120 indicative hours)

Students **must** attempt:

a selection of units of competency from the **HSC mandatory and/or HSC elective pool** to a minimum of **120 HSC indicative hours**

(Section 2.6, Tables 4–5)

a minimum of **35 hours of work placement**

(Section 2.1.4)

2.3 Business Services (240 indicative hours)

AQF VET qualifications

The Business Services (240 indicative hours) course provides a pathway to the following qualifications:

- [BSB20115 Certificate II in Business](#)
- [BSB30115 Certificate III in Business](#)

Statement of Attainment towards:

- [BSB30415 Certificate III in Business Administration](#)

Course structure

This course consists of:

- seven mandatory focus areas (containing twelve associated units of competency – students must undertake seven units of competency)
- a range of elective units of competency from the HSC elective pool
- HSC Content – for the mandatory focus areas.

(See Section 2.6, Tables 4–5 and Section 3 of this Syllabus.)

Business Services HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course (refer to Section 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.

Course requirements – Business Services (240 indicative hours) – students attempt **ONE** of the following:

Pathway to BSB20115 Certificate II in Business	Pathway to BSB30115 Certificate III in Business	Pathway to BSB30415 Certificate III in Business Administration (Statement of Attainment only)
<p>SEVEN associated mandatory units of competency (Section 2.5, Table 4) <i>with the following focus areas</i></p> <p>Customer service Financial records Innovation Safety Sustainability Working in the business services industry and workplace Workplace information (Section 3)</p>	<p>SEVEN associated mandatory units of competency (Section 2.5, Table 4) <i>with the following focus areas</i></p> <p>Customer service Financial records Innovation Safety Sustainability Working in the business services industry and workplace Workplace information (Section 3)</p>	<p>SEVEN associated mandatory units of competency (Section 2.5, Table 4) <i>with the following focus areas</i></p> <p>Customer service Financial records Innovation Safety Sustainability Working in the business services industry and workplace Workplace information (Section 3)</p>
<p>HSC elective units of competency to a minimum of 115 HSC indicative hours from the HSC elective pool (Section 2.6, Table 5)</p>	<p>HSC elective units of competency to a minimum of 95 HSC indicative hours from the HSC elective pool (Section 2.6, Table 5)</p>	<p>HSC elective units of competency to a minimum of 105 HSC indicative hours from the HSC elective pool (Section 2.6, Table 5)</p>
<p>a minimum of 70 hours of work placement (Section 2.1.4)</p>	<p>a minimum of 70 hours of work placement (Section 2.1.4)</p>	<p>a minimum of 70 hours of work placement (Section 2.1.4)</p>

2.4 Business Services Specialisation Study (60 indicative hours)

Course eligibility

The Business Services Specialisation Study course provides students with the opportunity to complete the Certificate III qualification² that they commenced in the 240-hour Business Services course.

Students need to be currently entered in, or have completed, the Business Services (240 indicative hours) course with a Certificate III enrolment to undertake the Business Services Specialisation Study course.

AQF VET qualifications

The Business Services Specialisation Study (60 indicative hours) course provides a pathway to the following qualifications:

- [BSB30115 Certificate III in Business](#)
- [BSB30415 Certificate III in Business Administration](#)

Course structure

The Business Services Specialisation Study consists of units of competency not previously undertaken from the HSC elective pool.

(See Section 2.6, Table 5 of this Syllabus.)

Course requirements – Business Services Specialisation Study (60 indicative hours)

Students **must** attempt:

a minimum of **60 HSC indicative hours** of units of competency not previously undertaken from the **HSC elective pool**

(Section 2.6, Table 5)

no additional **work placement hours**

(Section 2.1.4)

² For students undertaking Certificate III in Business, the Specialisation Study would only be required if the selection of elective units of competency meant that the qualification could not be completed within the 240-hour Business Services course.

2.5 Business Services Extension (120 indicative hours)

Course eligibility

The Business Services Extension course is for students with a particular interest in, or aptitude for, the industry.

Students who have completed the Business Services (240 indicative hours) course, and achieved Certificate II in Business, are eligible to commence study towards a Certificate III qualification through the Business Services Extension course.

AQF VET qualifications

The Business Services Extension (120 indicative hours) course provides a pathway to the following qualifications:

- [BSB30115 Certificate III in Business](#)
- [BSB30415 Certificate III in Business Administration](#)

Course structure

The Business Services Extension course consists of units of competency not previously undertaken that are drawn from the alternate associated mandatory units of competency and/or the HSC elective pool.

(Refer to the note on page 16. See Section 2.6, Tables 4–5 of this Syllabus.)

Course requirements – Business Services Extension (120 indicative hours)

Students **must** attempt:

a minimum of **120 HSC indicative hours** of units of competency not previously undertaken from the **alternate associated mandatory units of competency** and/or the **HSC elective pool**

(Section 2.6, Tables 4–5)

an additional minimum **35 hours of work placement**

(Section 2.1.4)

Note

For students commencing study towards Certificate III in Business or Certificate III in Business Administration following achievement of Certificate II in Business, there are variations to the HSC indicative hours allocated to some units of competency. This is because there is significant overlap of content between some units of competency listed in the Certificate II and Certificate III qualifications.

In recognition of the HSC credit already gained through the study of the associated mandatory or elective Certificate II units of competency, the related Certificate III units of competency have been allocated 'gap HSC indicative hours'. In most cases students will need to only undertake gap training and further assessment to meet the requirements of these units of competency.

The gap HSC indicative hours for the Business Services Extension (120 indicative hours) course are outlined in Table 3 below. These hours must be considered when selecting units of competency to meet course HSC indicative hour requirements and qualification packaging rules.

Table 3 Business Services Extension course gap HSC indicative hours

Unit code and title	Gap HSC indicative hours	Related Certificate II unit of competency
BSBCUS301 Deliver and monitor a service to customers	5	BSBCUS201
BSBFIA301 Maintain financial records	10	TLIP2029
BSBINM301 Organise workplace information	5	BSBINM201
BSBWHS302 Apply knowledge of WHS legislation in the workplace	5	BSBWHS201
BSBSUS401 Implement and monitor environmentally sustainable work practices	10	BSBSUS201
BSBWOR301 Organise personal work priorities and development	5	BSBWOR202

2.6 Business Services units of competency

Details of units of competency listed in Tables 4–5 are available in the *BSB Business Services Training Package* at training.gov.au.

Table 4 Associated mandatory units of competency for the 240-hour course

Attempt the following units of competency:

Unit code and title	HSC indicative hours of credit
Customer service	
BSBCUS201 <u>Deliver a service to customers</u>	15
or	
BSBCUS301 <u>Deliver and monitor a service to customers</u>	20
Financial records	
TLIP2029 <u>Prepare and process financial documents</u>	20
or	
BSBFIA301 <u>Maintain financial records</u>	25
Innovation	
BSBINN201 <u>Contribute to workplace innovation</u>	15
Safety	
BSBWHS201 <u>Contribute to health and safety of self and others</u>	15
or	
BSBWHS302 <u>Apply knowledge of WHS legislation in the workplace</u>	15
Sustainability	
BSBSUS201 <u>Participate in environmentally sustainable work practices</u>	15
or	
BSBSUS401 <u>Implement and monitor environmentally sustainable work practices</u>	25
Working in the business services industry and workplace	
BSBIND201 <u>Work effectively in a business environment</u>	25
Workplace information	
BSBINM201 <u>Process and maintain workplace information</u>	20
or	
BSBINM301 <u>Organise workplace information</u>	20
Total HSC indicative hours for mandatory	125–145

PLUS a selection of units of competency from the HSC elective pool to bring the course total to a minimum of 240 HSC indicative hours.

Table 5 HSC elective pool

Unit code and title	HSC indicative hours of credit
Administration	
<u>BSBADM302 Produce texts from notes</u>	15
<u>BSBADM303 Produce texts from audio transcription</u>	15
<u>BSBADM307 Organise schedules</u>	15
<u>BSBADM311 Maintain business resources</u>	15
Communication	
<u>BSBCMM201 Communicate in the workplace</u>	15
<u>BSBCMM301 Process customer complaints</u>	20
Diversity	
<u>BSBDIV301 Work effectively with diversity</u>	15
Finance	
<u>BSBFIA302 Process payroll</u>	30
<u>BSBFIA303 Process accounts payable and receivable</u>	30
<u>BSBFIA304 Maintain a general ledger</u>	20
Frontline management	
<u>BSBFLM303 Contribute to effective workplace relationships</u>	25
<u>BSBFLM305 Support operational plan</u>	20
<u>BSBFLM306 Provide workplace information and resourcing plans</u>	25
<u>BSBFLM309 Support continuous improvement systems and processes</u>	25
<u>BSBFLM311 Support a workplace learning environment</u>	20
<u>BSBFLM312 Contribute to team effectiveness</u>	15
Information management	
<u>BSBINM202 Handle mail</u>	10
<u>BSBINM302 Utilise a knowledge management system</u>	20

Unit code and title	HSC indicative hours of credit
Information management cont/d	
<u>BSBINM303</u> <u>Handle receipt and despatch of information</u>	15
Intellectual property	
<u>BSBIPR301</u> <u>Comply with organisational requirements for protection and use of intellectual property</u>	30
IT use	
<u>BSBITU211</u> <u>Produce digital text documents</u>	20
<u>BSBITU212</u> <u>Create and use spreadsheets</u>	15
<u>BSBITU213</u> <u>Use digital technologies to communicate remotely</u>	10
<u>BSBITU306</u> <u>Design and produce business documents</u>	25
<u>BSBITU307</u> <u>Develop keyboarding speed and accuracy</u>	25
<u>BSBITU309</u> <u>Produce desktop published documents</u>	25
<u>BSBITU311</u> <u>Use simple relational databases</u>	20
<u>BSBITU312</u> <u>Create electronic presentations</u>	15
<u>BSBITU313</u> <u>Design and produce digital text documents</u>	25
<u>BSBITU314</u> <u>Design and produce spreadsheets</u>	20
<u>BSBITU315</u> <u>Purchase goods and services online</u>	15
Product skills and advice	
<u>BSBPRO301</u> <u>Recommend products and services</u>	20
Purchasing and contracting	
<u>BSBPUR301</u> <u>Purchase goods and services</u>	20
Small and micro business	
<u>BSBSMB201</u> <u>Identify suitability for micro business</u>	30
Workplace health and safety	
<u>BSBWHS401</u> <u>Implement and monitor WHS policies, procedures and programs to meet legislative requirements</u>	20
Workplace effectiveness	
<u>BSBWOR202</u> <u>Organise and complete daily work activities</u>	15

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Unit code and title	HSC indicative hours of credit
Workplace effectiveness cont/d	
<u>BSBWOR203</u> <u>Work effectively with others</u>	15
<u>BSBWOR204</u> <u>Use business technology</u>	15
<u>BSBWOR301</u> <u>Organise personal work priorities and development</u>	20
<u>BSBWOR302</u> <u>Work effectively as an off-site worker</u>	25
Writing	
<u>BSBWRT301</u> <u>Write simple documents</u>	20
Imported units	
<u>FNSACC311</u> <u>Process financial transactions and extract interim reports</u>	45
<u>FNSRTS306</u> <u>Process customer transactions</u>	30
<u>HLTAID003</u> <u>Provide first aid</u>	20

3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Business Services Curriculum Framework must address **all of the mandatory focus areas**.

The Business Services Curriculum Framework **mandatory** focus areas are:

- Customer service
- Financial records
- Innovation
- Safety
- Sustainability
- Working in the business services industry and workplace
- Workplace information.

The HSC examination in Business Services is based on the HSC Content in this Framework (refer to Section 4 of this Syllabus).

The following table outlines the associated units of competency for each focus area.

Table 7 Focus areas and associated units of competency

Mandatory

Focus area	Unit code and title
Customer service	BSBCUS201 Deliver a service to customers or BSBCUS301 Deliver and monitor a service to customers
Financial records	TLIP2029 Prepare and process financial documents or BSBFIA301 Maintain financial records
Innovation	BSBINN201 Contribute to workplace innovation
Safety	BSBWHS201 Contribute to health and safety of self and others or BSBWHS302 Apply knowledge of WHS legislation in the workplace
Sustainability	BSBSUS201 Participate in environmentally sustainable work practices or BSBSUS401 Implement and monitor environmentally sustainable work practices
Working in the business services industry and workplace	BSBIND201 Work effectively in a business environment
Workplace information	BSBINM201 Process and maintain workplace information or BSBINM301 Organise workplace information

3.1 Customer service – mandatory focus area

3.1.1 Outcomes

The student:

- explains the fundamental principles of quality customer service
- proposes appropriate responses to customer inquiries, feedback and complaints
- applies knowledge of workplace policies and procedures and industry standards to ensure quality customer service.

3.1.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

either

- [BSBCUS201 Deliver a service to customers](#)

or

- [BSBCUS301 Deliver and monitor a service to customers](#)

The application and elements for each of these units of competency are provided below.

BSBCUS201 Deliver a service to customers

Application This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services and products and processing customer feedback.

- Elements*
1. Establish contact with customers
 2. Identify customer needs
 3. Deliver service to customers
 4. Process customer feedback.

Assessment requirements for [BSBCUS201 Deliver a service to customers](#) are detailed in the Training Package.

BSBCUS301 Deliver and monitor a service to customers

Application This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

- Elements*
1. Identify customer needs
 2. Deliver a service to customers
 3. Monitor and report on service delivery.

Assessment requirements for [BSBCUS301 Deliver and monitor a service to customers](#) are detailed in the Training Package.

3.1.3 Scope of learning for the HSC

customers
<ul style="list-style-type: none">▪ types of customers typical to a business services environment:<ul style="list-style-type: none">– internal– external– new– repeat▪ customers with special needs and implications for customer service▪ difference between customer needs, preferences and expectations▪ establishing customer needs, preferences and expectations through:<ul style="list-style-type: none">– active listening– open, closed and reflective questions– observation and recognition of non-verbal cues▪ communicating effectively with customers:<ul style="list-style-type: none">– verbal, written and non-verbal communication– face-to-face, over the telephone and electronically– importance of being accurate, clear, concise and courteous
quality customer service
<ul style="list-style-type: none">▪ business and industry approaches to service delivery:<ul style="list-style-type: none">– standards of customer service for industry personnel– how work is organised and undertaken– timing and designated response times for service to workplace and industry standard▪ the relationship between customer service and business success▪ concept of a 'customer focused' workplace▪ characteristics and benefits of quality customer service▪ role of communication in the provision of quality customer service▪ establishing quality customer service:<ul style="list-style-type: none">– detailed knowledge of a range of products and services offered within a business services industry workplace– matching customer needs, preferences and expectations to appropriate product(s) and/or services(s):<ul style="list-style-type: none">• meet customer need, preference and/or expectation• seek assistance from others as necessary in order to meet the customer need, preference and/or expectation• refer to appropriate person where unable to meet the customer need, preference and/or expectation

quality customer service cont/d

- seeking opportunities to deliver additional level of service beyond a customer's immediate request or expectation
- developing collegial working relationships with others involved in the provision of customer service
- using/adopting a teamwork approach
- dealing with problems and/or delays in the delivery of products and/or services
- seeking feedback on customer service practices:
 - the value of feedback from staff and customers
 - its use in improving and enhancing service delivery

workplace policy and procedures for customer interaction

- workplace policy and procedures for establishing contact with customers:
 - techniques for approaching a customer
 - developing rapport
- workplace policy and procedures for dealing with:
 - customers from diverse backgrounds
 - customers with special needs
 - difficult and abusive customers
- workplace policy and procedures for directing customers to relevant personnel and/or more experienced staff

customer inquiries

- a range of customer inquiries common to a business services industry workplace
- establishing the details of the inquiry by questioning, summarising and clarifying
- paper-based and electronic methods for recording customer inquiries
- sources of information that can be used when handling customer inquiries
- effective responses to a range of customer inquiries common to the business services industry within appropriate timeframes

customer complaints and feedback

- reasons for customer dissatisfaction, problems and complaints
- examples of dissatisfaction, problems and complaints common to the business services industry
- complaints-handling policy and procedures
- skills required for handling complaints, including:
 - problem-solving

customer complaints and feedback cont/d

- decision-making
 - negotiating
 - conflict-resolution
- using conflict-resolution techniques when handling customer dissatisfaction, problems and complaints
- effective responses to a range of instances of customer dissatisfaction, problems and complaints
- the importance of:
 - business services industry staff offering a range of viable solutions in accordance with workplace policy and procedures
 - business services industry staff and the customer agreeing on what is to be done in regard to the problem or complaint
 - implementing solution(s) within acceptable timeframes
 - acting within level of authority and scope of responsibility when handling customer dissatisfaction, problems and complaints
- identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively
- an awareness of the importance of recording and/or reporting instances of customer complaints and feedback
- workplace practices for recording and reporting customer complaints and feedback:
 - formal and informal
 - verbal and written
- recognition of the value of customer complaints and feedback

3.2 Financial records – mandatory focus area

3.2.1 Outcomes

The student:

- understands the principles for preparing, processing and maintaining routine financial records
- selects and applies appropriate methods and techniques to make financial calculations
- understands the importance of compliance with legislative, industry and workplace requirements.

3.2.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

either

- [TLIP2029 Prepare and process financial documents](#)

or

- [BSBFIA301 Maintain financial records](#)

The descriptor/application and elements for each of these units of competency are provided below.

TLIP2029 Prepare and process financial documents

Descriptor This unit describes the skills and knowledge required to prepare and process financial documents, including recording and balancing petty cash transactions, balancing all other transactions, rectifying discrepancies as directed, preparing invoices for debtors, and preparing and processing banking documents.

- Elements*
1. Record and balance petty cash transactions
 2. Balance all transactions
 3. Rectify discrepancies as directed
 4. Prepare invoices for debtors
 5. Prepare and process banking documents.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

- the underpinning knowledge and skills
- relevant legislation and workplace procedures
- other relevant aspects of the range statement.

BSBFIA301 Maintain financial records

Application This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

- Elements*
1. Maintain daily financial records
 2. Maintain general ledger
 3. Monitor cash control.

Assessment requirements for [BSBFIA301 Maintain financial records](#) are detailed in the Training Package.

3.2.3 Scope of learning for the HSC

definitions
<ul style="list-style-type: none">▪ key terms and their meaning:<ul style="list-style-type: none">– accounts payable and receivable– credit– creditor/lender– debit– debtor/borrower– expenditure– expense– income/revenue
financial records typical to a business
<ul style="list-style-type: none">▪ purpose and use of a range of financial records common to a business services workplace:<ul style="list-style-type: none">– journal– general ledger– petty cash book– trial balance– source documents:<ul style="list-style-type: none">• credit note• delivery docket/note• invoice• petty cash voucher• purchase order• receipt• statement• workplace documentation▪ key provisions of legislation, codes of practice and standards that apply to:<ul style="list-style-type: none">– financial record-keeping– taxation documentation:<ul style="list-style-type: none">• Australian Business Number (ABN)• Business Activity Statement (BAS)• Instalment Activity Statement (IAS)• Pay as you go (PAYG) withholding• tax invoices▪ importance of compliance with regulatory and workplace requirements in relation to financial record-keeping
financial calculations
<ul style="list-style-type: none">▪ techniques for completing a range of numerical operations common to the business services industry:<ul style="list-style-type: none">– arithmetic operations and their symbols:

financial calculations cont/d

- addition
- subtraction
- division
- multiplication
- understanding of mathematical concepts:
 - whole numbers
 - decimals
 - fractions
 - percentages
- performance of financial calculations using manual and electronic methods
- calculations for a range of business services work tasks of varying complexity, including calculation of Goods and Services Tax (GST)

business equipment and technology

- business equipment and technology commonly used in the business services industry to:
 - prepare, process and maintain financial records
 - perform financial calculations
- use/operation of a range of business equipment and technology and appropriate selection for tasks/job

ensuring quality outcomes

- importance of accuracy when transferring and recording financial data and completing financial transactions and the consequences of errors for the customer and the business
- examples of common discrepancies and errors that occur in daily transactions and financial records
- responding to a range of common discrepancies and errors:
 - known solutions that may be used to rectify problems
 - refer to designated personnel, as required

cash management

- how cash management operations within a business services workplace are undertaken in accordance with:
 - legislative requirements
 - workplace policy and procedures
 - designated timelines
- monitoring cash flow within a business services workplace:
 - making and receiving payments
 - following up outstanding accounts

cash management cont/d

- completion of payment documentation:
 - accuracy checks
 - authorisation/approvals
- despatch of payment documentation to debtors and creditors
- process related to bank deposits:
 - banking method
 - preparation of deposit forms and other documentation
 - reconciliation of:
 - financial calculations with pay-in documentation
 - internal records with totals recorded by bank
 - lodgement:
 - deposit facility
 - proof of lodgement
- processes related to petty cash transactions:
 - claims
 - vouchers
 - reconciliation

bookkeeping practice

- journals:
 - electronic and paper-based formats typical to a business services workplace
 - basic principles for maintaining journals
 - entering credit and debit transactions
- general ledger:
 - basic principles for maintaining a general ledger
 - practices for:
 - posting transactions
 - reconciling systems for accounts payable and receivable
 - preparing a trial balance

3.3 Innovation – mandatory focus area

3.3.1 Outcomes

The student:

- demonstrates knowledge of the role, benefits and challenges of innovation and change in a business services workplace
- proposes ideas for routine improvements in a business services workplace
- considers issues and processes associated with implementing innovative ideas and routine change.

3.3.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

- [BSBINN201 Contribute to workplace innovation](#)

The application and elements for this unit of competency is provided below.

BSBINN201 Contribute to workplace innovation

Application This unit describes the skills and knowledge required to make a pro-active and positive contribution to workplace innovation.

- Elements*
1. Identify opportunities to do things better
 2. Discuss and develop ideas with others
 3. Address the practicalities of change.

Assessment requirements for [BSBINN201 Contribute to workplace innovation](#) are detailed in the Training Package.

3.3.3 Scope of learning for the HSC

workplace innovation

- meaning of 'innovation' in the context of the business services industry and workplace
- difference between being innovative and 'just doing your job'
- reasons why change and innovation are undertaken in a business services workplace including:
 - introduction of new products and/or services
 - improvement of existing products and/or services
 - change to and/or improvement of business operational processes
- positive effects of change and innovation on:
 - day-to-day business routines and operations
 - overall business performance and growth:
 - enhanced business reputation
 - increased competitiveness
 - increased productivity
 - reduced business costs
- general understanding of the challenges of change and innovation in a business services workplace
- key characteristics that facilitate innovation in a business services workplace, including collaboration, open-mindedness and risk-taking
- skills to facilitate workplace innovation, including the ability of a worker to:
 - brainstorm
 - discuss
 - find and interpret information
 - think laterally and/or creatively
 - negotiate
 - present
 - problem-solve
 - question and actively listen
- role of teamwork in successful workplace innovation

participation and contribution

- benefits when an individual worker effectively participates in, and contributes to, workplace innovation
- importance of individual workers proactively participating in, and contributing to, workplace innovation and in accordance with organisational vision, priorities and policies
- role of the worker, supervisor/team leader and manager in workplace innovation, and the interrelationship between these roles

participation and contribution cont/d

- techniques for approaching people to share ideas and/or suggestions and maximise the likelihood of support
- areas where improvement can take place, including:
 - processes and procedures
 - work practices or services
 - changes to physical environment
 - storage or maintenance procedures
 - team communication
 - new equipment and technology
 - new customer base
 - staff changes
 - job role changes
- examples of change and/or improvements that may occur in a business services workplace:
 - within scope of responsibility of an entry-level worker
 - outside the scope of responsibility of an entry-level worker
- individual participation in, and contribution to, innovation in a business services workplace:
 - identify opportunities related to own role in consultation with supervisor/team leader
 - gather input and/or undertake research using:
 - relevant people:
 - colleagues, mentor, supervisor/team leader and manager
 - customers
 - experienced industry personnel
 - other sources of information:
 - business networks
 - industry bodies
 - internet
 - journals
 - media
 - training courses
 - workplace documents
 - generate ideas and/or suggestions
 - present ideas and/or suggestions to relevant personnel:
 - at appropriate times (considering work priorities and pressures)
 - types of presentations:
 - written
 - verbal
 - formal and informal
 - persuasive communication techniques
 - gather feedback:
 - review suitability of ideas and/or suggestions
 - develop option(s) for implementation
 - review and select appropriate option(s)

implementing routine change

- issues to consider prior to implementation of a proposed change, including:
 - relationship to workplace policy and priorities
 - cost of implementation and/or other resource implications
 - logistics
 - organisational culture
 - potential problems
- typical reasons why a proposed change may not be implemented (include operational and management constraints)
- processes to implement an innovative idea into a new work practice, including:
 - gain authority to proceed
 - prepare an implementation plan
 - communicate the changes
 - make necessary changes
 - evaluate the changes

3.4 Safety – mandatory focus area

3.4.1 Outcomes

The student:

- demonstrates an understanding of work, health and safety (WHS) compliance, participation and consultation in the business services industry
- explains workplace policy, procedures and practices that ensure the safety of the business services worker and their colleagues and customers
- applies risk management in a business services workplace
- proposes appropriate responses to emergency situations.

3.4.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

either

- [BSBWHS201 Contribute to health and safety of self and others](#)

or

- [BSBWHS302 Apply knowledge of WHS legislation in the workplace](#)

The application and elements for each of these units of competency are provided below.

BSBWHS201 Contribute to health and safety of self and others

Application This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

- Elements*
1. Work safely
 2. Implement work safety requirements
 3. Participate in WHS consultative processes.

Assessment requirements for [BSBWHS201 Contribute to health and safety of self and others](#) are detailed in the Training Package.

BSBWHS302 Apply knowledge of WHS legislation in the workplace

Application This unit describes the skills and knowledge required to understand and comply with work health and safety (WHS) Acts, regulations and codes of practice in the workplace.

- Elements*
1. Determine the legal framework for WHS in the workplace
 2. Contribute to activity that reflects WHS legislative requirements
 3. Keep up-to-date with legislation and relevant publications.

Assessment requirements for [BSBWHS302 Apply knowledge of WHS legislation in the workplace](#) are detailed in the Training Package.

3.4.3 Scope of learning for the HSC

work health and safety (WHS)
<ul style="list-style-type: none"> ▪ meaning of health, safety and duty of care ▪ implications of the cost of workplace injury: <ul style="list-style-type: none"> – human – social – economic – organisational ▪ acknowledge that WHS is everyone’s responsibility in relation to WHS ▪ concept of ‘participation’ and ‘consultation’ in relation to WHS ▪ primary role/function of key bodies/authorities involved in WHS: <ul style="list-style-type: none"> – SafeWork NSW – Safe Work Australia – local councils – unions – professional associations ▪ internal and external sources of workplace WHS information ▪ importance of acting within scope of responsibility/level of authority in relation to WHS in the workplace: <ul style="list-style-type: none"> – taking initiative – problem-solving – decision-making
WHS compliance
<ul style="list-style-type: none"> ▪ difference between an act, regulation, code of practice, guidance material and standard (Australian, industry and workplace) ▪ purpose and intent of WHS legislation and codes of practice and their application to the business services industry and workplace and a specific job role: <ul style="list-style-type: none"> – WHS legislation: <ul style="list-style-type: none"> • <i>Work Health and Safety Act 2011</i> (NSW) (as amended) • <i>Work Health and Safety Regulation 2017</i> (NSW) (as amended) – codes of practice related to: <ul style="list-style-type: none"> • hazardous substances and dangerous goods • manual handling • risk management • WHS consultation ▪ purpose and intent of industry safety standards and guidelines and their application to the business services industry and workplace and a specific job role ▪ WHS rights, duties and responsibilities of the person conducting a business or undertaking (PCBU), officer and worker (as defined in the legislation)

WHS compliance cont/d

- functions and powers of WHS inspectors
- consequences of failure to observe (non-compliance) WHS workplace policy and procedures and legislative requirements
- safety signs, symbols and barricades used in the business services industry and their use in the workplace:
 - legislative requirements
 - meaning of colour and shape
 - placement and positioning
- business services industry and workplace requirements for monitoring and reporting in relation to workplace safety
- describe how, when and to whom to report:
 - types of reports:
 - formal and informal
 - written
 - verbal
 - reporting to appropriate person(s)
- purpose and importance of monitoring and reporting
- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to WHS

WHS consultation and participation

- opportunities for workers to provide input into WHS consultation and participation processes:
 - formal and informal discussion
 - meeting
 - surveys
 - training
 - WHS audit
 - WHS inspection
- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace
- role and responsibilities of relevant personnel in WHS consultation and participation:
 - PCBU
 - manager/supervisor/team leader
 - self
 - other workers
 - union

WHS consultation and participation cont/d

- importance of identifying and reporting:
 - WHS issues and concerns
 - workplace hazards
 - unsafe work practices
 - breaches of health and safetyand examples of each for the business services industry and workplace

risk management

- difference between a hazard and a risk
- risk management and its application in a business services workplace:
 - hazard identification:
 - potential hazards to self, colleagues, customers and others typical to the industry
 - range of hazards:
 - business equipment
 - electricity and cabling
 - hazardous and non-hazardous materials
 - human factors (self and others)
 - manual handling
 - work environment
 - work processes and practices
 - risk assessment
 - risk control (hierarchy):
 - eliminate the risk
 - minimise the risk:
 - substitution
 - modification
 - isolation
 - engineering control
 - other controls:
 - administration
 - safe work practices
 - personal protective equipment (PPE)
 - monitor and review

safe work procedures and practices

- safe work procedures and practices and their purposes:
 - WHS induction training
 - adherence to:
 - standard operating procedures (SOPs)
 - work documentation and plans
 - work instructions
 - workplace policy
 - selection, use and maintenance of PPE

safe work procedures and practices cont/d

- manual handling techniques:
 - when working individually, in pairs and with a team:
 - moving, lifting, carrying and placing items down
 - bending and twisting
 - loading and unloading
 - undertaking repetitious tasks
 - using mechanical aids/lifting equipment
 - recommended weight limits
 - ergonomics and posture:
 - correct placement of equipment
 - sitting and standing positions
 - task rotation
 - use of adjustable furniture and equipment
 - hazardous substances and dangerous goods:
 - correct handling, application, labelling, transport and storage
 - safety data sheet (SDS)
 - tools and equipment:
 - selection appropriate to task/work activity
 - pre-operational checks and correct use
 - regular maintenance and correct storage
 - safety tags and lockout
 - working with electricity:
 - general electrical safety
 - cabling and leads:
 - proper placement and securing
 - maintenance
 - appropriate storage
 - housekeeping:
 - clean-up procedures
 - storage and movement of materials
 - storage and disposal of waste
 - consideration of WHS and the environment
- importance of safe work procedures and practices
 - propose safe work procedures and practices for a workplace and specific job role within the business services industry

incidents, accidents and emergencies

- meaning of incident, accident and emergency
- a range of incidents, accidents and emergencies common to the business services industry
- distinguish between a manageable first aid situation and an emergency situation

incidents, accidents and emergencies cont/d

- range of potential injuries common to a business services industry workplace, their cause(s) and basic first aid for these injuries
- strategies to reduce workplace accidents, injury and impairment
- responding to incidents, accidents and emergencies:
 - emergency situations
 - seeking assistance
 - emergency contact numbers
 - emergency signals, alarms and exits:
 - location
 - use
 - procedures to follow:
 - notification
 - workplace policy and procedures:
 - evacuation
 - security
 - reporting
 - basic process of fighting a fire and use of firefighting equipment:
 - fire blanket
 - fire extinguishers
 - fire hose and reel
 - role of personnel in an emergency
 - first aid:
 - basic principles
 - personnel responsible
- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to incidents, accidents and emergencies

3.5 Sustainability – mandatory focus area

3.5.1 Outcomes

The student:

- explains the fundamental principles of sustainability
- understands environmental hazard identification and risk control
- analyses resource consumption in a business services workplace
- proposes improvements for resource efficiency and sustainability in a business services workplace
- evaluates the workplace in relation to environmentally sustainable work practices.

3.5.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

either

- [BSBSUS201 Participate in environmentally sustainable work practices](#)

or

- [BSBSUS401 Implement and monitor environmentally sustainable work practices](#)

The application and elements for each of these units of competency are provided below.

BSBSUS201 Participate in environmentally sustainable work practices

Application This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

- Elements*
1. Identify current resource use
 2. Comply with environmental regulations
 3. Seek opportunities to improve resource efficiency.

Assessment requirements for [BSBSUS201 Participate in environmentally sustainable work practices](#) are detailed in the Training Package.

BSBSUS401 Implement and monitor environmentally sustainable work practices

Application This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

- Elements*
1. Investigate current practices in relation to resource usage
 2. Set targets for improvements

3. Implement performance improvement strategies
4. Monitor performance.

Assessment requirements for [BSBSUS401 Implement and monitor environmentally sustainable work practices](#) are detailed in the Training Package.

3.5.3 Scope of learning for the HSC

environment
<ul style="list-style-type: none"> ▪ concepts of sustainability in the workplace and environmentally sustainable work practices ▪ current environmental issues affecting the business services industry: <ul style="list-style-type: none"> – conservation – energy use and efficiency – pollution – recycling/re-use – resource use and efficiency – sustainability – waste management ▪ potential effect of business services workplace practices on the environment ▪ consequences of poor environmental practices
environmental hazard identification and risk control
<ul style="list-style-type: none"> ▪ a range of environmental hazards and risks typical to a business services workplace ▪ personnel responsible for environmental hazard identification and risk control in a business services workplace ▪ reporting environmental hazards and risks in a business services workplace: <ul style="list-style-type: none"> – to appropriate person(s) – verbal and written reporting
environmental compliance
<ul style="list-style-type: none"> ▪ purpose and intent of environmental legislation and its application to the industry, the workplace and a specific job role, including: <ul style="list-style-type: none"> – <i>Protection of the Environment Operations Act 1997</i> (NSW) (as amended) – <i>Clean Energy Legislation (Carbon Tax Repeal) Act 2014</i> (Australian Government) (as amended) ▪ definition of: <ul style="list-style-type: none"> – ‘compliance’ – ‘best practice’ ▪ levels of compliance in relation to environmental requirements: <ul style="list-style-type: none"> – workplace – industry – government (local, State/Territory and Commonwealth) ▪ consequences of failure to comply with environmental requirements ▪ workplace policy and procedures relating to environmental compliance

environmental compliance cont/d

- individual worker and workplace responsibilities in relation to the environment
- industry and workplace requirements for monitoring and reporting in relation to the environment
- describing how, when and to whom to report:
 - types:
 - formal and informal
 - written
 - verbal
 - reporting to appropriate person(s)
- primary role/function of key environmental bodies:
 - NSW Environment Protection Authority (EPA)
 - NSW Office of Environment and Heritage
 - Clean Energy Regulator (Australian Government)
 - Department of the Environment and Energy (Australian Government)
 - local councils

resources

- definition of 'resource'
- resources used in the business services industry and in a specific job role:
 - energy
 - human
 - infrastructure
 - equipment and materials
 - technology and associated consumables
- concept of 'resource efficiency' in a business services work environment
- measuring resource consumption within a business services work environment:
 - methods to collect and measure resource consumption
 - electronic and manual tools for measuring and documenting resource use
- methods of reporting and recording findings and suggestions for improved efficiency
- opportunities for improved resource efficiency in a business services work environment

environmentally sustainable work practices

- strategies and procedures to work in an environmentally sustainable manner for a specific business services workplace and job role:
 - management of environmental hazards and risks
 - avoidance or minimisation strategies:
 - purchasing sustainable products
 - regular maintenance of equipment

environmentally sustainable work practices cont/d

- use renewable, recyclable, reusable and recoverable resources
- efficient use of energy and resources:
 - use of alternative forms of energy or energy conservation
 - reducing emissions of greenhouse gases
- waste-management systems
- examples of best practice in relation to sustainability in a business services workplace, including:
 - environmentally sustainable use of technology
 - green office design
 - green office programs
- workplace policy and procedures for environmentally sustainable work practices
- propose improvements for environmentally sustainable work practices for the:
 - workplace
 - team
 - individual worker

3.6 Working in the business services industry and workplace – mandatory focus area

3.6.1 Outcomes

The student:

- examines the nature of the business services industry
- demonstrates an understanding of working in the business services industry
- explains how to communicate and work effectively with others in a business services workplace
- applies business services industry and workplace standards to ensure quality work outcomes
- explores how misunderstanding and conflict may be avoided or effectively managed in a range of situations common to business services work environments.

3.6.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

- [BSBIND201 Work effectively in a business environment](#)

The application and elements for each of these units of competency are provided below.

BSBIND201 Work effectively in a business services environment

Application This unit describes the skills and knowledge required to work effectively in a business environment. It includes identifying and working to organisational standards, managing workload, and working as part of a team.

- Elements*
1. Work within organisational requirements
 2. Work in a team
 3. Develop effective work habits.

Assessment requirements for [BSBIND201 Work effectively in a business environment](#) are detailed in the Training Package.

3.6.3 Scope of learning for the HSC

nature of the industry

- general features of the business services industry including its relationship to other industries
- departments/functional areas within a business services workplace
- the tasks performed by these departments/functional areas and the interrelationship between the areas
- primary role and duties of key personnel within a business services workplace
- sources of information that can be used when gathering current and emerging information on the business services industry:
 - colleagues and manager/supervisor/team leader
 - experienced industry personnel
 - industry bodies and professional associations
 - internet
 - journals
 - libraries
 - training courses
 - unions
 - workplace manuals
- current issues and trends affecting the business services industry and implications for a business services workplace, own work practices and delivery of service
- current and emerging technologies in the business services industry:
 - examples
 - effect on operational duties and service delivery
 - role in development of new and improved work practices
- selection and use of technology appropriate to day-to-day work activities and work tasks in the business services industry

working in the industry

- legal and ethical obligations of the business services employee
- definition of quality assurance and an overview of the role of employees
- purpose and intent of legislative requirements relevant to the business services industry, including:
 - *Copyright Act 1968* (Australian Government) (as amended)
 - *Privacy Act 1988* (Australian Government) (as amended)
 - the Fair Work system
- application of legislative requirements to a specific business services workplace and job role

working in the industry cont/d

- appreciate the value of work standards
- work standards for the business services industry, and for a specific business services workplace and job role
- implications of non-adherence to work standards
- workplace policy, guidelines and procedures related to compliance when working in the business services industry
- ramifications of failure to observe (non-compliance) legislative requirements, quality assurance processes and workplace policy, guidelines and procedures

employment

- career pathways across the business services industry and the knowledge and skills required for different job roles
- preparation to enter a career path in the business services industry, including:
 - letter
 - curriculum vitae/résumé
 - interview preparation and performance
- types of employment in the business services industry:
 - full-time
 - part-time
 - temporary
 - casual
 - contract
- the difference between an award, agreement and contract and how they apply to workers in the business services industry
- investigate the employment terms and conditions for a specific job role
- working knowledge of employer and employee rights and responsibilities in relation to employment and work
- purpose and value of a code of conduct for the business services industry and the employee
- equal employment opportunity (EEO):
 - principles
 - intent of EEO legislation
 - reciprocal rights and responsibilities of employers and employees
 - workplace policy and procedures relating to EEO

employment cont/d

- primary role/function(s) of a range of industry bodies for both employers and employees:
 - employer groups
 - professional associations
 - unions
 - employee groups

anti-discrimination

- bullying and harassment in the workplace:
 - indirect
 - direct
 - types:
 - verbal
 - physical
 - psychological
 - sexual
- principles of anti-discrimination
- intent of anti-discrimination legislation
- rights and responsibilities of employers and employees in relation to anti-discrimination
- workplace policy and procedures relating to anti-discrimination
- strategies to eliminate bias and harassment in the workplace
- consequences, including legal ramifications, of discriminatory workplace behaviour
- recourse available to individuals in the event of inappropriate workplace behaviour

business service industry worker

- business services industry worker:
 - personal attributes and work ethic valued by the business services industry
 - interpersonal skills beneficial to an individual working in a business services workplace
 - importance of personal presentation and standards of personal hygiene
 - presentation standards for a specific business services workplace and job role
 - behaviour to support a safe and sustainable business services industry work environment
- how personal values, opinions and ethics can affect everyday work
- duties and responsibilities:
 - for a specific job role within the business services industry
 - relationship between individual worker and the team/work group
 - difference between individual and workplace goals and plans

business service industry worker cont/d

- working within scope of responsibility and/or level of authority:
 - taking initiative
 - problem-solving
 - decision-making
 - seeking assistance when needed
- feedback:
 - value of feedback to an individual worker, the workplace and the industry
 - types of feedback:
 - formal and informal
 - direct and indirect
 - strategies for obtaining and interpreting feedback from supervisor(s), colleagues and customers
 - dealing with positive feedback and negative feedback
 - responsibility of a worker to use personal reflection, seek and provide feedback and improve
- importance of work/life balance and strategies to maintain that balance

work practices

- an understanding that work practices and experiences differ between workplaces
- how work practices are implemented and maintained in accordance with industry standards and workplace policy, guidelines and procedures
- effect of poor work practices on colleagues, customers, the workplace and the industry
- tasks typical to a business services workplace (routine, rostered and non-routine)
- access and use a range of sources containing information relating to work responsibilities (work instructions)
- strategies for understanding and clarifying work instructions
- a range of opportunities to read, interpret and follow instructions for work tasks of varying degrees of difficulty
- time and task management:
 - principles
 - techniques
 - prioritisation
 - constraints
- application of time-management techniques to work tasks/activities in a business services workplace

work practices cont/d

- recording and reporting in the business services industry:
 - workplace policy and procedures applying to record-keeping and reporting
 - legislative requirements for confidentiality and privacy
 - lines of communication and reporting typical of a business services workplace

working with others

- importance of developing collegial work relationships
- communication in the workplace with colleagues and customers:
 - communication process/cycle
 - workplace examples of types of communication:
 - verbal
 - non-verbal
 - written
 - effective verbal, non-verbal and written communication
 - effective questioning and listening techniques
 - barriers to effective communication and strategies to overcome them
- importance of teamwork when working in a business services workplace:
 - meaning of ‘team’ and ‘teamwork’
 - characteristics of effective teamwork
 - benefits of teamwork to a business services workplace
 - examples of teams or work groups in a business services workplace and their area(s) of responsibility
- supporting others to achieve team/work group goals and tasks
- delivering quality work outcomes through teamwork and work groups

cultural diversity

- concepts of cultural diversity, cultural awareness and inclusiveness
- workplace diversity:
 - benefits
 - need for tolerance in the workplace
 - importance of respect and sensitivity
 - proactive strategies for promoting workplace diversity and accommodating individual differences
 - culturally appropriate work practices
 - effective cross-cultural communication skills

misunderstandings and conflicts

- the difference between being passive, aggressive and assertive

misunderstandings and conflict cont/d

- causes of misunderstandings and conflict when working with others and in the delivery of service
- the extent to which conflict can be a positive or negative experience
- conflict management:
 - conflict-resolution techniques
 - different approaches to conflict management, including problem-solving, negotiation and mediation
 - workplace policy and procedures regarding management of conflict
- identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict
- identify when it is appropriate to seek assistance when misunderstandings or conflict arises and whose assistance should be sought when conflict escalates

3.7 Workplace information – mandatory focus area

3.7.1 Outcomes

The student:

- understands the purpose and value of information and records management systems for a business services workplace
- explains methods and procedures for the systematic handling of workplace information
- considers legislative, regulatory and workplace requirements applying to organising and maintain workplace information.

3.7.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

either

- [BSBINM201 Process and maintain workplace information](#)

or

- [BSBINM301 Organise workplace information](#)

The application and elements for each of these units of competency are provided below.

BSBINM201 Process and maintain workplace information

Application This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

- Elements*
1. Collect information
 2. Process workplace information
 3. Maintain information systems.

Assessment requirements for [BSBINM201 Process and maintain workplace information](#) are detailed in the Training Package.

BSBINM301 Organise workplace information

Application This unit describes the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

- Elements*
1. Collect and assess information
 2. Organise information
 3. Review information needs.

Assessment requirements for [BSBINM301 Organise workplace information](#) are detailed in the Training Package.

3.7.3 Scope of learning for the HSC

information

- types of information typical to a business services workplace
- business equipment and technology commonly used in the business services industry to collect, process, store and maintain workplace information
- use/operation of a range of business equipment and technology and appropriate selection for tasks/job
- requests for workplace information:
 - internal and external sources
 - points to consider when responding to requests:
 - level of authority/scope of responsibility
 - reason(s) for request
 - confidentiality, privacy and/or security issues
 - expected timeframes
 - workplace procedures for responding to information requests
- collecting workplace information:
 - importance of ensuring that collected information is:
 - appropriate to workplace needs
 - from reliable sources
 - accurate
 - methods for checking the validity of information and its source(s)
 - collection methods
 - in a timely and resource-efficient manner
 - workplace practices to maintain the security and confidentiality of information
- processing workplace information in accordance with designated timeframes and workplace guidelines:
 - collating, recording and documenting information
 - formats for organising information
 - distributing information to designated personnel

workplace records

- understanding of what is, and what is not, a record
- a range of records typical to a business services workplace:
 - types
 - characteristics
 - purposes and uses
- records management:
 - importance of records management for a business services workplace
 - understanding when a record should be made

workplace records cont/d

- records continuum:
 - creation of records
 - maintenance of records
 - disposal of records
- workplace record-keeping obligations

information systems

- importance of confidentiality and security in relation to information management
- key provisions of legislation, codes of practice and standards that affect information management including:
 - *Privacy Act 1988* (Australian Government) (as amended)
 - Australian Privacy Principles (APPs)
- record-keeping in accordance with workplace requirements:
 - establishing and assembling new files
 - dealing with inactive and/or dead files:
 - identification
 - removal
 - relocation and/or archive
 - disposal
- storing workplace information and records:
 - factors affecting choice of storage
 - forms of storage:
 - fixed
 - portable
 - on-site and/or off-site
 - filing:
 - types of filing systems and their advantages and disadvantages:
 - centralised
 - decentralised
 - combination
 - paper-based and electronic files and folders
 - methods for classifying files:
 - alphabetical
 - alpha-numerical
 - chronological
 - geographical
 - numerical
 - by subject
 - security protocols for providing access to files and releasing files
 - workplace policy for good filing practices

information systems cont/d

- referencing and indexing stored information and records:
 - keeping referencing and indexing up to date
 - in accordance with workplace requirements
- maintaining workplace information and records:
 - understand the need for correct maintenance of workplace information and records
 - workplace procedures for updating and modifying workplace information and records
 - importance of version control when maintaining files and records
 - processes for tracking the location and/or movement of files and records

4 HSC examination

The Business Services Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Business Services HSC examination can contribute up to two units towards the calculation of a student's ATAR.

Students who have completed the Business Services (240 indicative hours) course are eligible to sit for the Business Services HSC examination.

Students who want to sit for the Business Services HSC examination must be entered for both the Business Services (240 indicative hours) course and the Business Services examination on Schools Online.

For the HSC examination specifications, which describe the format of the external HSC examination, see [Assessment and Reporting in Business Services](#).

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

4.1 Examinable outcomes and content

The HSC examination in Business Services is based on the HSC Content (focus areas) in this Framework.

The HSC Content is detailed in Section 3 of this Syllabus.

4.2 Relationship of the Business Services (240 indicative hours) course structure to the HSC examination

For a description of the relationship between the Business Services (240 indicative hours) course structure, the HSC Content and the HSC examination see [Assessment and Reporting in Business Services](#).

5 Other important information

5.1 Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, NESA has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

Schools should check all [course exclusions](#) when determining an appropriate pattern of study for their students.

5.2 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Find out more about arrangements for [RPL and credit transfer within VET courses](#), including processes, application form and examples of possible scenarios.

5.3 School-based trainees

Read information about provision for [school-based trainees within the HSC](#).

Information on requirements and arrangements for NSW school-based traineeships is available on the [Training Services NSW website](#).

5.4 Students with disability

Students with disability may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information see [VET courses and students with disability](#) and [collaborative curriculum planning](#) advice.

5.5 Students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available in the [Stage 5 VET section](#).

6 Glossary

AQF	Australian Qualifications Framework The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
Australian Apprenticeships	Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. www.australianapprenticeships.gov.au
competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.
core units of competency	Units of competency required by the Training Package to be eligible for an AQF VET qualification.
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.
focus areas	HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.
mandatory units of competency	Units of competency that must be studied for an HSC VET course.
recognition of prior learning (RPL)	The result of an assessment of an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.
RTO	Registered Training Organisation A training organisation registered by a registering body in accordance with the VET Quality Framework, within a defined scope of registration (including school system RTOs, TAFE NSW and other providers).
scope of registration	The particular services and products an RTO is registered to provide. The RTO's scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:

	<ul style="list-style-type: none">▪ both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or▪ only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.
Stage 5	In NSW, Stage 5 relates to Years 9 and 10 of schooling.
Stage 6	In NSW, Stage 6 relates to Years 11 and 12 of schooling.
Statement of Attainment	May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).
training.gov.au	http://training.gov.au The national register for recording information about RTOs, Training Packages and accredited courses.
Training Package	A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise.
training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
VET	Vocational Education and Training
VET qualification	Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by: <ul style="list-style-type: none">▪ a nationally endorsed Training Package, or▪ an accredited course that provides training for the qualification.
VET Quality Framework	The VET Quality Framework comprises: <ul style="list-style-type: none">▪ the Standards for Registered Training Organisations▪ the Fit and Proper Person Requirements▪ the Financial Viability Risk Assessment Requirements▪ the Data Provision Requirements, and▪ the Australian Qualifications Framework.