

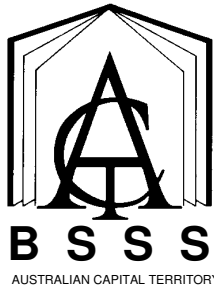
# **Business Services and Retail**

*Business Services and Retail*

# **Course Framework**

**2005 Edition  
Revised 2007**

**For courses accredited from 2005**



# **BUSINESS SERVICES AND RETAIL**

## **COURSE FRAMEWORK**

### **INTRODUCTION**

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

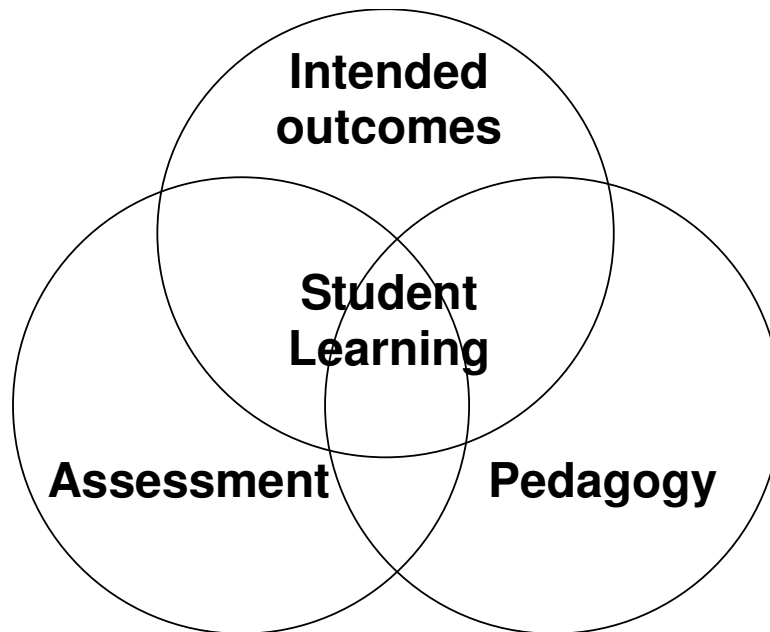
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

*Examples of these student capabilities are provided at Appendix A.*

### **COURSE FRAMEWORKS**

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



### **Underpinning beliefs**

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

### **Learning principles**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affect learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

# RATIONALE

## Business Services

Business services are essential to every Australian business, either as a core activity or as a support to the core activities. Business services can be internally or externally provided to a business.

Business services are those activities that bind an organisation together, enable it to function and connect it to its customers and community. As such, 'Business Services' represents both an industry sector (comprising those firms which provide a business service to other companies) and an occupational grouping (comprising those workers in all industries who are providing a business service within their own company).

Business services include management and administration, human resource management, marketing and advertising, record-keeping, processing accounts and financial documents, and customer service.

It is estimated that over 2 million Australians are employed in the business services industry sector and the industry is growing by 5% annually<sup>1</sup>. The business services workforce is the second largest cross-industry occupational group in Australia and is traditionally open to school leavers. The size of the workforce ensures that the sector will provide current and future school students with employment opportunities. It is likely that employers will require higher-level skills and place a greater emphasis on formal qualifications.

Virtually all occupations within the industry area have been subject to the significant changes in information and communication technology of the past decade and this trend is likely to continue. In some areas, career paths are converging with those in Information Technology.

Effective business services underpin the successful operation of all organisations in the public, private and community sectors, whether they are commercial or not-for-profit. Consequently, this large and dynamic industry is central to Australia's economic progress.<sup>2</sup>

## Retail

Retail is fundamental to the Australian economy and the largest single industry employer. The retail industry has long been a sector that provides the first experience of employment for many young people, with approximately 82% of all young people citing retail as their first job. A large number of these young people go on to make a career in retailing, progressing through the many areas covered by the retail industry... that provides 1.25 million jobs.<sup>3</sup>

Retail fosters the development of skills, knowledge and attributes required for effective participation in the world of work and its customer services focus provides employability skills that can easily be transferred to many other sectors.

Retail is a dynamic industry that is ever changing due to changes in technology and globalisation.

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<sup>1</sup> Source: <http://www.ibsa.org.au>

<sup>2</sup> ACTITAA Teacher Resource for Business

<sup>3</sup> WRR02 Retail Training Package [www.ntis.gov.au](http://www.ntis.gov.au)

The Business Services and Retail Framework has been developed to provide education opportunities and training for the full range of senior secondary students, and in response to the needs of the industry. This framework has evolved from the Office Skills/Business Administration Framework and the Business Studies Framework and is now based on units of competency in the Business Services and Retail Training Packages.

The inclusion of industry-recognised courses in Business Services and Retail in the school curriculum will allow students to develop a range of skills. This will broaden and enhance the current and emerging opportunities available for students in training and employment across a range of work options. Certificate II is a nationally recognised qualification for administrative/retail employment at an operational level but also provides pathways to further qualifications in supervision, specialist occupations and management in a range of industries.

Specialisations within the sector include:

- Business administration
- Retail
- Frontline management
- Record keeping
- Human resources management
- e-business
- Business development
- Public relations
- Legal administration

Business Services and Retail is also relevant to a number of related professional careers, including information technology, business management, publishing and finance.

Areas of industry-identified skill shortages within the ACT include:

- Small business management skills – Planning, Financials & Development
- Business administration support officers
- Medical & Legal support workers
- Front line Managers –notably in small business areas such as Motor Industry, Retail and IT
- Human Resources
- Entrepreneurship
- Corporate Governance
- International Trade.

## **GOALS**

The Business Services and Retail Framework is designed to enable students to acquire employability skills. This includes a range of technical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to functional areas within the business services and retail industry. Through study in these subjects, students will gain skills

and experience that can be applied to a range of contexts, including work, study and leisure, and that can be used in making informed career choices.<sup>4</sup>

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- demonstrate an understanding of workplace principles, standards and practices
- apply the guidelines of occupational health and safety and risk management in the workplace and in their daily lives
- communicate effectively and demonstrate productive work relationships
- demonstrate an ability to manage time efficiently and determine personal and organisational goals
- apply the techniques, processes and relevant technologies involved in the collection, analysis and production of workplace information
- demonstrate an ability to identify, assess and implement solutions to both routine and complex situations
- monitor and evaluate their own performance, and identify strategies in planning their skills development.

## **GUIDE TO THE SELECTION OF CONTENT**

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### **Essential Concepts and Skills**

All courses developed under this Framework will be based on the essential concepts and skills, as outlined below.

#### **Business Practices**

An understanding of:

- the business environment in Australia and globally
- business administration processes such as mail management, telephone communications, filing, business meetings, related correspondence, preparing and processing financial documents, contribute to workplace activities
- innovative and practical solutions in an evolving workplace
- OH&S, client relations, rights and responsibilities of employers and employees, related industries or organisations
- standards of production and presentation
- training opportunities and career pathways
- employment seeking practices.

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<sup>4</sup> Board of Studies NSW

## **Workplace Adaptability**

- Political awareness and knowledge of equal employment opportunity
- Managing information (security and integrity of data)
- Team participation and management (includes: self starter, team member, able to identify roles, strengths and weaknesses, supervision of staff, mentoring or leading staff, effective work habits)
- Healthy and safe behaviour in the use of technologies, working with and communicating with others
- Adapting to different work environments and accommodating workplace diversity
- Willingness to commit to life long learning (includes: being open to new ideas and techniques for acquiring skills, qualifications and accommodation of change in a dynamic workplace).

## **Skills Development**

- Following instructions and seeking direction when unsure
- Facility with computer operations and data entry, maintenance of electronic records and a range of office and business software
- Identifying and using current business communication technologies eg telephone, facsimile, email, internet, voice recognition, organisational or business specific software and resources
- File management (electronic and hard copy)
- Client relations and service delivery
- Personal and interpersonal communication eg negotiation and time management
- Managing and organising work priorities
- Effective information literacy skills for research
- Job seeking skills (includes: job folio, mock interview, personal presentation)
- Self monitoring and evaluating work performance
- Effective work habits (includes: cultivate a courteous, helpful approach to problem solving, dissemination of information and completion of allocated tasks, seek assistance to fulfil work priorities and develop confidence to raise questions when tasks are unclear).

## **VOCATIONAL COURSES**

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T, based on the Training Packages, under this Course Framework.

Examples of vocational qualifications available to students who achieve competence in the appropriate units of competency are:

- Certificate I in Business (BSB10101) and Certificate II in Business (BSB20101)
- Certificate I in Retail Operations (WRR10102) and Certificate II in Retail Operations (WRR20102)
- Students who do not qualify for Certificate I or Certificate II may be eligible for an AQF Statement of Attainment towards the relevant certificate. Students who undertake additional competencies in Business may also be eligible for an AQF Statement of Attainment towards an AQF Certificate III qualification.

# PEDAGOGY

## Teaching strategies

In developing teaching strategies, course developers should refer to the Learning Principles (see page 2). Teaching strategies that are particularly relevant and effective for courses developed under the Business Services and Retail Framework include:

- simulation opportunities for learning and transferring skills and also acquiring knowledge
- interactive work scenarios
- flexible or online teaching and learning for theory or interactive competency based exercises eg learning how to order food, using Toolboxes
- group oriented tasks
- self directed learning options
- question and answer style exchanges
- teacher directed learning
- oral or written examination
- integrated project work eg organising a conference, community events
- working in a simulated workplace, skills centre, practice firms.

It is recommended that teachers use a variety of modes of presentation to address different learning styles.

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Examples of rubrics and assessment task types should be attached to the Course document. The Achievement Standards (unit grade descriptors) may be used as a template from which to develop rubrics for assessment tasks.

## **Additional Assessment Advice**

The Board recommends 3 - 5 summative assessment tasks across a standard unit (1.0) and 2 - 3 assessment tasks for a half standard unit (0.5). Formative assessment and feedback should be used as milestones towards summative assessment tasks.

In developing a unit assessment plan, course developers should ensure that a minimum of three different task types (see below) is used. The Assessment Task Types provide flexibility to meet individual student needs.

Teachers are also referred to the BSSS publication *Equitable Assessment and Special Consideration in Assessment in Years 11 and 12*.

## **Assessment Task Types**

### **The Four Task Types**

#### **Work performance**

This task involves observation of the student conducting a range of work or practical activities in a workplace or appropriate, simulated environment. The assessor must devise a task that integrates the assessment of the designated units of competence in the Assessment Plan. The assessment will include:

- observation of the student's performance in clearly defined activities
- supporting oral or written questions
- summative tests.

#### **Work project**

This task involves completing a verbal, written or visual report on an aspect of work operations. The assessor must devise a project that integrates the assessment of the unit/s covered in the Assessment Plan. The Project must focus on and include information gathered in a workplace. The Project can be selected from:

- an investigation of work procedures/operations
- a planning exercise
- a problem-solving exercise
- a research exercise.

#### **Portfolio**

This task involves completing, collecting and compiling a range of evidence to indicate competence in the unit/s designated in the Assessment Plan. The guidelines for constructing or compiling the Portfolio are to be determined by the assessor, taking into account the need to determine a holistic judgement on a collection of pieces of evidence. The final Portfolio may be selected from:

- practical exercises/activities
- documentation of a work performance
- workbooks

- logbook/journal/diary
- written/oral short answers
- visual display
- topic tests.

### Practical Activity

This task comprises a ‘design and make task’ covering the unit/s designated in the Assessment Plan. It involves the demonstration of a Practical Activity relevant to the workplace. The assessor must specify guidelines for the completion of the Practical Activity that integrates the assessment of the designated unit/s. The Practical Activity may include:

- organising an event
- producing an object
- creating a visual presentation
- creating a model/simulation

### Weighting of assessment task types

For each unit, a minimum of 1 item from three task types from this table should be used and weightings adjusted to add up to 100%. No task type should have less than a 20% weighting. One example could be Work Performance 20%, Work Project 40% and Portfolio 40%. Another example could be Work Project 30%, Portfolio 40% and Practical Activity 30%. Over a course, all task types should be covered. Items from more than one task type could be combined into a major project.

<b>Work performance</b>	<b>Work project</b>	<b>Portfolio</b>	<b>Practical activity</b>
<ul style="list-style-type: none"> <li>• observation checklist for work-based activities in a simulation or in a work placement</li> <li>• observation report</li> <li>• logbook</li> <li>• summative tests</li> </ul>	<ul style="list-style-type: none"> <li>• research exercise</li> <li>• work investigation</li> <li>• planning exercise</li> <li>• presentation</li> <li>• scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• diary (journal)</li> <li>• evidence portfolio</li> <li>• workbook</li> <li>• visual display</li> </ul>	<ul style="list-style-type: none"> <li>• models</li> <li>• posters</li> <li>• videos</li> <li>• tapes</li> <li>• organising an event</li> </ul>
20-40%	20-40%	20-40%	20-40%

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and skills
- application of OH&S guidelines
- effective communication
- organisational skills
- use of appropriate technologies
- problem-solving skills
- evaluating and monitoring performance.

## Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

Goals	Task Types	Criteria
Demonstrate an understanding of workplace principles, standards and practices	Work performance Work project Portfolio Practical activity	Knowledge and skills Application of OH&S guidelines Effective communication and work relationships Organisational skills Use of appropriate technologies Problem-solving skills
Apply the guidelines of occupational health and safety and risk management in the workplace and in their daily lives	Work performance Work project Practical activity	Application of OH&S guidelines Use of appropriate technologies
Communicate effectively and demonstrate productive work relationships	Work performance Work project Portfolio Practical activity	Knowledge and skills Effective communication and work relationships Problem solving skills Evaluating and monitoring performance
Demonstrate an ability to manage time efficiently and determine personal and organisational goals	Work project Portfolio Practical activity	Effective communication Use of appropriate technologies Organisational skills Evaluating and monitoring performance
Apply the techniques, processes and relevant technologies involved in the collection, analysis and production of workplace information	Work project Portfolio Practical activity	Knowledge and skills Effective communication and work relationships Use of appropriate technologies Organisational skills
Demonstrate an ability to identify, assess and implement solutions to both routine and complex situations	Work project Practical activity	Knowledge and skills Application of OH&S guidelines Effective communication and work relationships Use of appropriate technologies Problem-solving skills
Monitor and evaluate their own performance, and identify strategies in planning their skills development	Work performance Portfolio	Effective communication and work relationships Organisational skills Evaluating and monitoring performance

## ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors for A courses are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

If a T course is developed using this Course Framework, unit grade descriptors will be provided in the course. The focus of A courses should be competencies at Certificate II (and I) level, while T courses should be based on competencies at Certificate III level.

The T course achievement standards should build on the unit grade descriptors for the A course. In particular, they should place greater emphasis on depth and breadth of knowledge (including analysis and synthesis), on communication skills (including convincing oral and written argument), productive work relationships (including leadership), complex problem-solving skills, innovation and initiative, and self-management (including priority setting and monitoring).

## Unit Grade Descriptors: A courses

<b>Criteria/Goals</b>	A student who achieves the grade <b>A</b> typically:	A student who achieves the grade <b>B</b> typically:	A student who achieves the grade <b>C</b> typically:	A student who achieves the grade <b>D</b> typically:	A student who achieves the grade <b>E</b> typically:
<b>Knowledge and skills</b>	Demonstrates detailed knowledge of business or retail practices, is highly organised, resourceful, self-motivated, rises to a challenge, embraces and adapts to changed circumstances	Demonstrates sound knowledge of business or retail practices, is well-organised, resourceful and self-motivated, adapts readily to changed circumstances	Has basic knowledge of business or retail practices, performs assigned tasks willingly, able to work independently and within a team to achieve set goals	Has some knowledge of business or retail practices, performs assigned tasks with some supervision	Has a minimal understanding of business or retail practices, is able to perform tasks under supervision
<b>Application of OH&amp;S guidelines</b>	Has excellent awareness of occupational, health and safety issues, and ability to undertake risk assessment in work areas, applies guidelines and realistically evaluates the consequences of actions	Has a broad awareness of occupational, health and safety issues, undertakes risk assessment in work areas, applies guidelines and realistically evaluates the consequences of actions	Demonstrates awareness of safe work practices, contributes to the safe operation of the workplace	Demonstrates an awareness of safe workplace practices, follows occupational health and safety procedures	Follows occupational health and safety procedures
<b>Effective communication and work relationships</b>	Communicates ideas clearly and confidently in a variety of situations to a professional standard, accepts diversity and works effectively and harmoniously in a community or team, able to undertake a supervisory or leadership role when required, and demonstrates positive customer service skills	Communicates ideas clearly, accepts diversity and works effectively and harmoniously within a community or team, able to undertake a supervisory role, and demonstrates positive customer-service skills	Communicates ideas, works harmoniously and productively within a team, demonstrates positive customer service skills, listens to and understands instructions	Communicates in a positive way in the workplace, follows instructions	Requires assistance with communication of ideas and information
<b>Organisational skills</b>	Understands their role in an organisation, able to meet deadlines, prioritise and deliver a product of superior standard, has clearly defined	Understands their role in an organisation, able to meet deadlines, prioritise and deliver a product of a high standard, has defined	Able to meet deadlines, has defined personal and career goals	Completes most tasks, has investigated personal and career options	Able to complete some tasks, has investigated personal and career choices

	personal and career goals	personal and career goals			
<b><i>Use of appropriate technologies</i></b>	Demonstrates initiative in selecting effective and efficient means of using resources to achieve objectives, accurately and completely analyses the requirements of a task, produces edited business documents with professional standard of layout and formatting, communicates information clearly, accurately and in a structured manner to enhance meaning	Efficiently achieves objectives, accurately analyses requirements of a task, produces edited business documents with professional standard of layout and formatting, communicates information clearly, accurately and in a structured manner to enhance meaning	Achieves objectives, analyses task requirements and achieves objectives, produces edited business documents with professional standard of layout and formatting, communicates information clearly, accurately and in a structured manner	Produces business documents as directed, using the necessary technology appropriately	Uses necessary technology appropriately
<b><i>Problem-solving skills</i></b>	Demonstrates initiative and innovation, responds creatively to challenging situations and provides elegant, practical solutions, using a wide range of strategies	Demonstrates initiative, and provides elegant, practical solutions to challenging situations, using a range of strategies	Demonstrates some initiative, provides practical solutions to challenging situations	Solves problems in routine, familiar workplace situations	Needs assistance to solve problems
<b><i>Evaluating and monitoring performance</i></b>	Plans and follows a course of action, monitors progress and makes modifications, judgements and decisions are made on reliable evidence, based on careful consideration of relevant options, provides reasons for decisions	Plans and follows a course of action, monitors progress and makes modifications, judgements and decisions are made on reliable evidence, provides reasons for decisions	Plans and follows a course of action, makes reasonable judgements, decisions and modifications	Follows a course of action, can complete realistic self-evaluations, attempts career planning	Follows a course of action

***In reporting achievement, reference could also be made to the personal attributes identified in the Employability Skills Framework:***

loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, commonsense, positive self-esteem, sense of humour, balanced attitude to work and home life, ability to deal with pressure, motivation, adaptability

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1.

Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

## The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## BIBLIOGRAPHY

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[http://www.bsss.act.edu.au/publications/operational\\_resources](http://www.bsss.act.edu.au/publications/operational_resources)

<http://www.ntis.gov.au/>

National Training Information Service – access to the Training Packages

<http://www.library.jcu.edu.au/Educ/currdocs.html>

Internet resources for Education Curriculum Documents on the web: Contains links for all the education frameworks in Australia.

### Teacher References Business

Aspire – Training and Consulting

<http://www.aspiretraining.com.au>

NSW HSC Online Resources for Business Services

[http://hsc.csu.edu.au/business\\_services/](http://hsc.csu.edu.au/business_services/)

Flexible Learning Toolboxes

Legal Administration

<http://toolboxes.flexiblelearning.net.au/series2/202.htm>

Small Business Management

<http://toolboxes.flexiblelearning.net.au/series5/504.htm>

Admin 2

<http://toolboxes.flexiblelearning.net.au/series5/505.htm>

Human Resources

<http://toolboxes.flexiblelearning.net.au/series5/506.htm>

Frontline Management

<http://toolboxes.flexiblelearning.net.au/series6/601.htm>

Frontline Management 2

<http://toolboxes.flexiblelearning.net.au/series8/809.htm>

Innovation and Business Skills Australia

<http://www.ibsa.org.au/category.jsp?category=157&parent=154>

### **Teacher References Retail**

NSW HSC Online Resources for Retail

<http://hsc.csu.edu.au/retail/>

Flexible Learning Toolboxes

Retail Management

<http://toolboxes.flexiblelearning.net.au/series3/314.htm>

Retail Supervision

<http://toolboxes.flexiblelearning.net.au/series3/313.htm>

Retail Management

<http://toolboxes.flexiblelearning.net.au/series3/314.htm>

Service Skills Australia

[http://www.serviceskills.com.au/index.php?option=com\\_content&task=view&id=48&Itemid=353](http://www.serviceskills.com.au/index.php?option=com_content&task=view&id=48&Itemid=353)

Wrice, M *The First Steps in a Retail Career (2nd Edition)* this product can be purchased from Service Skills Australia.

These were accurate at time of publication.

## **COURSE FRAMEWORK DEVELOPMENT GROUP**

Amended by Vicki Larkman The Canberra College in 2007 to include Retail.

Name	College
Marie B. Fisher	Merici College
Colleen Kain	MacKillop Catholic College
Carolyn Lloyd	Hawker College
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The group gratefully acknowledges the work of previous groups who developed and revised the Administration Studies Course Framework.

## APPENDIX A

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> <li>creative and critical thinkers</li> </ul>	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> <li>enterprising problem-solvers</li> </ul>	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> <li>skilled and empathetic communicators</li> </ul>	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
<ul style="list-style-type: none"> <li>informed and ethical decision-makers</li> </ul>	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
<ul style="list-style-type: none"> <li>environmentally and culturally aware citizens</li> </ul>	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
<ul style="list-style-type: none"> <li>confident and capable users of technologies</li> </ul>	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing</b> and making, <b>communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
<ul style="list-style-type: none"> <li>independent and self-managing learners</li> </ul>	eg <b>understanding self</b> ( <i>including gender</i> ), <b>having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
<ul style="list-style-type: none"> <li>collaborative team members</li> </ul>	eg <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths</b> ( <i>including contributions of boys and girls</i> ), <b>skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

and provide students with:

<ul style="list-style-type: none"> <li>a comprehensive body of specific knowledge, principles and concepts</li> </ul>	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
<ul style="list-style-type: none"> <li>a basis for self-directed and lifelong learning</li> </ul>	<b>through understanding and managing self, developing capabilities and modelling an approach</b> ('taking stock, taking steps') <b>that prepares for an social and economic environment of greater individual responsibility</b>
<ul style="list-style-type: none"> <li>personal attributes enabling effective participation in society</li> </ul>	<b>developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society