



Business Services

A/M/V

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

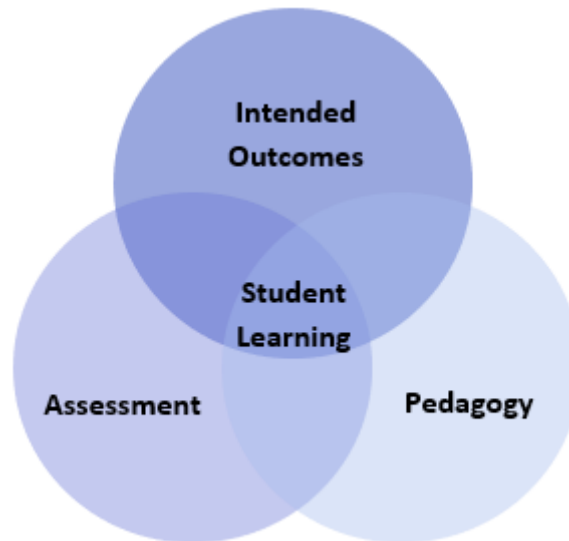
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

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 affects 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)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy capability as they learn the skills and knowledge in Business Services. They have explicit teaching in literacy, producing word documents with accuracy and correct use of language. Students learn to edit their work. Students learn to make increasingly sophisticated language choices and understand that language varies according to context and audience. They access different forms of texts, produce documents for different purposes and learn to use oral language more confidently and accurately.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to business practices. Students measure data and information, interpret tables and graphs, and make simple calculations. They use calendars and timelines. They gain a greater appreciation of how numeracy is used in the workplace and apply numeracy skills in solving problems.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse and communicate information using digital technologies. Using digital technologies, students present and represent their learning. Students need to develop increasingly complex skills in using spreadsheets and word processing and ICT is a fundamental part of business practice with new packages and processes evolving constantly. Students plan, organise, create, display, and communicate data and information using multi-modal elements for a variety of reasons and audiences. They learn security protocols and ethical considerations.

Critical and Creative Thinking

Students develop critical and creative thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn disciplined-specific ways of thinking, according to business practices and procedures. They learn to think logically when planning work schedules, testing explanations, analysing arguments, and making decisions, and when thinking about questions that do not have straightforward answers. Students consider the factors in response to social, environmental, civic, and business challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action in work-place decisions and considering the effects on their own lives and the lives of others. In so doing, students develop enterprising behaviours and capabilities and learn to apply decision-making processes.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding about people, places, processes, and phenomena. Through this business services course, students build collaboration and reflective practice, develop an appreciation of the insights and perspectives of others, and an understanding of what informs their own and others' opinions, beliefs, values, and questions. They consider what makes responsible business practice through social, environmental, and ethical decision making. As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation, and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes peacefully and to make a contribution to their communities and society more broadly.

Ethical understanding

Students develop capability in ethical understanding as they consider the impact of business service decisions on individuals, entities, society, and the environment. Students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to social and environmental issues; they become aware of their own roles, rights, and responsibilities as participants in their social, economic, and natural world. They consider the consequences of personal and civic decisions, for individuals, society, and the environment.

Intercultural understanding

Students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs, and ways of knowing. Students learn the importance of understanding their own and others' behaviours, recognising the significance of Aboriginal and Torres Strait Islander peoples' cultures and the ongoing contribution of migrants from other countries to Australia. Students reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs, and religious and cultural practices impact on civic life. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. They demonstrate respect for cultural diversity and the human rights of all people and learn to facilitate dialogue to understand different perspectives.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

In engaging with the practices and work of enterprises, students will investigate intercultural communication and intercultural understanding necessary to live and work with First Nations Australians. Students will investigate the work of First Nations Australians in enterprises and in business services to understand the ongoing survival and adaptation of the world's oldest living cultures. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

In engaging with the practices and work of enterprises, students will investigate intercultural communication and intercultural understanding necessary to live and work in a global society and the wider Asia Pacific and Indo-Pacific. They will learn to encompass the worldviews and expectations of people from a range of cultures in Asia in organising the practices and of business and in their own conduct. The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia.

Sustainability

In engaging with sustainable practices in Business Services contexts, students will develop an understanding of how daily work and life activities impact on our planet. They will investigate practices for minimising environmental impact and doing their part as employees and policy makers to improve the sustainability of businesses in Australia. The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Business Services

A/M/V

Rationale

The *Business Services A/M/V* course enables students to develop knowledge, understanding and skills that underpin organisational administration in a wide range of contexts and sectors. Students investigate practices, processes and technologies in administration, the careers available and the changing skill sets required for their implementation. Domains of study in *Business Services* include information management, communication theories and practices for internal and external purposes, customer service, professional workplace habits, and organisational systems and project management.

Industry practices and processes for a variety of purpose are explored and applied across a range of contexts in which office management is required. Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes development of adaptable, competent, self-motivated individuals who consider safety and wellbeing in working collaboratively with colleagues. Students develop skills in communicating effectively, ethically, and appropriately, orally and in writing. They learn and apply communication protocols for a range of professional purposes.

Students plan, select, and organise systems and processes to achieve desired project outcomes, taking into consideration sustainable practices and environmental considerations. They develop relevant technical, vocational, and interpersonal capacities suitable for employment and further training in Business Services. The course provides for the development of employability skills such as communication and teamwork which are transferable to all industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and recreation that will assist them to make informed choices. This course provides opportunities to complete VET qualifications or a Statement of Attainment from the Business Services Training Package.

Goals

This course should enable students to:

- analyse industry practices, processes and procedures
- analyse theories and concepts
- analyse technical information, equipment specifications, materials and resources
- analyse plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy and ICT skills for planning, designing and implementing industry applications
- reflect on learning, success and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

Unit Titles

- Information Management
- Workplace Practices
- Relationship Development
- Project Management
- Independent Study

Organisation of Content

Information Management

Students investigate information management systems within organisations. They solve problems to improve organisational outcomes. Students analyse software applications used for recording and tracking information and apply skills in their use. They assess business records, efficiency, and effectiveness and reflect on their business impacts and compliance with ethical standards. Students refine numeracy and literacy skills for the purposes of understanding, processing, representing, and communicating organisational information.

Workplace Practices

Students analyse concepts, models and theories that underlie workplace practices. They investigate professional communication, collaboration, and teamwork skills. Students assess wellbeing programs and practices for self and others. They develop knowledge and skills for producing business documents and apply these skills to work effectively in a variety of environments. Students refine literacy skills for the purposes of understanding, planning, editing, publishing, and communicating within a range of workplace situations, reflecting on their effectiveness.

Relationship Development

Students analyse relationship development concepts, theories and models and apply these in a range of contexts. They investigate essential workplace practices and procedures for meeting customer service and stakeholder expectations. Students investigate digital platforms for providing customer service and communications. They analyse a range of procedures and practices for professional and personal innovation and improvement.

Project Management

Students analyse basic project management models and operational practices and apply industry specific protocols. Students apply project management skills to completing tasks in a simulated work environment. They develop the knowledge, skills and understandings that are required to provide effective organisational support. Students plan and implement workflows using business tools and reflect on opportunities for improvement and innovation.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

<p>Suggested Tasks include:</p> <ul style="list-style-type: none"> • continuous observation • cooperative project • drawings • demonstration test • folio • group project • individual project/activity 	<ul style="list-style-type: none"> • planning tasks • presentations • real-life project implementation • reflection and evaluation report • research assignment validation task • research project • risk assessments • workplace simulation
<p>No task should be greater than 60% for a 1.0 or 0.5 unit</p>	

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Industry and Services Year 12 A

	A	B	C	D	E
Knowledge and Understanding	<ul style="list-style-type: none"> analyse relevant practices and procedures to make plausible conclusions analyse a range theories and concepts to draw own conclusion analyse a range of relevant technical information and specifications for a variety of equipment and resources analyse a range of materials or resources to enhance a product or service analyse plans and results using the principles of sustainability or ethics to make plausible conclusions 	<ul style="list-style-type: none"> explain practices and procedures with examples required to complete the task explain theories and concepts relevant to an industry and services context explain a range of relevant technical information and specifications for equipment and resources explain a range of materials or resources for a product or service explain how their plans and results are sustainable or ethical using research 	<ul style="list-style-type: none"> describe practices and procedures required to complete the task describe theories and concepts relevant to an industry and services context describe a range of technical information and specifications for required equipment and resources describe a range of materials or resources used in a product or service describe sustainable or ethical plans and results 	<ul style="list-style-type: none"> describe some practices and procedures within a task identify theories and concepts relevant to an industry and services context describe some technical information and equipment specifications identify relevant materials or resources used in a product or service identify sustainable or ethical plans and results 	<ul style="list-style-type: none"> describe some practices and procedures with limited accuracy identify some theories and concepts relevant to an industry and services context describe some technical information and equipment specifications with limited accuracy identify some materials or resources used in a product or service identify sustainable or ethical plans or results with limited accuracy
Skills	<ul style="list-style-type: none"> create products or services to an industry standard for familiar and unfamiliar contexts synthesise knowledge understanding and practical skills to solve non-routine problems efficiently apply project management skills for planning and undertaking tasks efficiently to completion apply relevant terminology and communication skills to clearly justify ideas and proposals apply transferable work skills to work effectively in familiar and unfamiliar contexts apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements 	<ul style="list-style-type: none"> create products or services to an industry standard with some success for familiar and unfamiliar contexts apply knowledge understanding and practical skills to solve non-routine problems apply project management skills to planning and undertaking tasks to completion apply relevant terminology and communication skills to justify ideas and proposals apply transferable work skills in a range of familiar and unfamiliar contexts apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts reflect on learning, successes, and setbacks accurately to propose plausible improvements 	<ul style="list-style-type: none"> create products or services to an industry standard with direction for familiar contexts use knowledge understanding and practical skills under direction to solve routine problems uses plans and keep to schedules under direction to completion use relevant terminology and communication protocols and processes to explain ideas and proposals use transferable work skills to work effectively under direction for familiar contexts follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts reflect on learning, successes, and setbacks accurately to propose improvements 	<ul style="list-style-type: none"> create products or services with some functionality with direction in familiar contexts use knowledge understanding and practical skills under direction to attempt to solve routine problems use plans and schedules under direction with limited success use relevant terminology and communication protocols and processes to describe ideas and proposals use transferable work skills to work effectively under direction for familiar contexts with some success follow Work Health and Safety protocols and processes for self with direction for familiar contexts reflect on learning, successes, and setbacks to propose improvements 	<ul style="list-style-type: none"> create products or services with limited functionality with direction in familiar contexts use knowledge understanding and practical skills under direction to attempt to solve simple problems attempts to follow plans and schedules use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals use a limited set of transferable work skills in familiar contexts under direction follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services Year 11 A

	A	B	C	D	E
Knowledge and Understanding	<ul style="list-style-type: none"> analyse relevant practices or procedures to make plausible conclusions analyse theories and concepts in a response relevant to an industry and services context analyse relevant technical information and specifications for equipment and resources analyse materials or resources suitable for a product or service analyse plans and results using the principles of sustainability or ethics 	<ul style="list-style-type: none"> explain relevant practices or procedures with examples in a response explain theories and concepts relevant to an industry and services context explain relevant technical information and specifications for equipment and resources explain choices of materials or resources for a product or service explain how their plans and results are sustainable or ethical 	<ul style="list-style-type: none"> describe practices or procedures required to complete the task describe theories and concepts relevant to an industry and services context describe technical information and specifications for equipment and resources describe materials or resources chosen for a product or service describe sustainable or ethical plans and results 	<ul style="list-style-type: none"> describe some practices or procedures required to complete the task identify theories and concepts relevant to an industry and services context describe some technical information and specifications for equipment and resources identify materials or resources chosen for a product or service identify sustainable or ethical plans and results 	<ul style="list-style-type: none"> describe some practices or procedures required to complete the task with limited accuracy identify concepts relevant to an industry and services context describe some technical information and specifications for equipment and resources with limited accuracy identify some materials or resources chosen for a product or service identify sustainable or ethical plans and results limited accuracy
Skills	<ul style="list-style-type: none"> create products or services to an industry standard with some success for familiar and unfamiliar contexts apply knowledge, understanding and practical skills with some independence to solve non-routine problems apply project management skills to planning and undertaking tasks effectively apply relevant terminology and communication skills to justify ideas and proposals apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements 	<ul style="list-style-type: none"> create products or services to an industry standard with direction for familiar contexts use knowledge, understanding and practical skills under direction to solve routine problems uses plans and keep to schedules under limited direction with success use relevant terminology and communication skills to explain ideas and proposals use transferable work skills in range of professional contexts under direction for familiar contexts apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts reflect on learning, successes, and setbacks accurately to propose plausible improvements 	<ul style="list-style-type: none"> create products or services with some functionality with direction for familiar contexts use knowledge, understanding and practical skills under direction to attempt to solve routine problems use plans and schedules under direction with success use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals use transferable work skills in professional contexts under direction with some success for familiar contexts follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts reflect on learning, successes, and setbacks accurately to propose improvements 	<ul style="list-style-type: none"> create products or services with limited functionality with direction for familiar contexts use knowledge, understanding and practical skills under direction to attempt to solve simple problems attempt to follow plans and schedules under direction with some success use terminology and communication protocols and processes to describe ideas and proposals use a limited set of transferable work skills in familiar professional contexts under direction follow Work Health and Safety protocols and processes for self with direction for familiar contexts reflect on learning, successes, and setbacks to propose improvements 	<ul style="list-style-type: none"> create components of products or services for familiar contexts use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success attempts to follow plans and schedules under direction with limited success use terminology and communication protocols and processes with assistance to identify ideas and proposals use basic transferable work skills in familiar professional contexts under direction follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services M

	A	B	C	D	E
Knowledge and understanding	<ul style="list-style-type: none"> describe industry practices and procedures independently describe technical information and specifications independently describe ethical and sustainable practices independently 	<ul style="list-style-type: none"> describe industry practices and procedures with some assistance describe technical information and specifications with some assistance describe ethical and sustainable practices with some assistance 	<ul style="list-style-type: none"> describe industry practices and procedures with assistance describe technical information and specifications with assistance recount ethical and sustainable practices with assistance 	<ul style="list-style-type: none"> identify industry practices and procedures with continuous guidance identify technical information with continuous guidance recount ethical and sustainable practices with continual guidance 	<ul style="list-style-type: none"> identify some industry practices, and procedures with direct instruction identify some technical information with direct instruction recount ethical and sustainable practices with direct instruction
Skills	<ul style="list-style-type: none"> use industry practices, and procedures to deliver a service and/or create a product independently use technical information and specifications to create products and/or services independently demonstrate industry specific literacy and numeracy skills to a range of tasks independently demonstrate work, health, and safety practices independently demonstrate behaviours and attitudes that contribute positively to industry tasks independently communicate ideas using appropriate terminology independently reflect on learning to propose improvements independently 	<ul style="list-style-type: none"> use industry practices, and procedures to deliver a service and/or create a product with some assistance use technical information and specifications to create products and/or services with some assistance demonstrate industry specific literacy and numeracy skills to a range of tasks with some assistance demonstrate work, health, and safety practices with some assistance demonstrate behaviours and attitudes that contribute positively to industry tasks with some assistance communicate ideas using appropriate terminology with some assistance reflect on learning to propose improvements with some assistance 	<ul style="list-style-type: none"> use industry practices, and procedures to deliver a service and/or create a product with assistance use technical information and specifications to create products and/or services with assistance demonstrate industry specific literacy and numeracy skills to a range of tasks with assistance demonstrate work, health, and safety practices with assistance demonstrate behaviours and attitudes that contribute positively to industry tasks with assistance communicate ideas using appropriate terminology with assistance reflect on learning to propose improvements with assistance 	<ul style="list-style-type: none"> follow industry practices, and procedures to deliver a service and/or create a product with continuous guidance use technical information and specifications to create products and/or services with continuous guidance demonstrate industry specific literacy and numeracy skills to a range of tasks with continuous guidance demonstrate work, health, and safety directions with continuous guidance demonstrate behaviours and attitudes that contribute positively to industry tasks with continuous guidance communicate ideas using appropriate terminology with continuous guidance reflect on learning to propose improvements with continuous guidance 	<ul style="list-style-type: none"> follow industry practices and procedures to deliver a service and/or create a product with direct instruction apply technical information and specifications to products and/or services with direct instruction demonstrate industry specific literacy and numeracy skills to a range of tasks with direct instruction demonstrate work, health, and safety practices with direct instruction demonstrate behaviours and attitudes that contribute positively to industry tasks with direct instruction communicate ideas using appropriate terminology with direct instruction reflect on learning to propose improvements with direct instruction

Information Management

Value: 1.0

Information Management a

Value 0.5

Information Management b

Value 0.5

Unit Description

Students investigate information management systems within organisations. They solve problems to improve organisational outcomes. Students analyse software applications used for recording and tracking information and apply skills in their use. They assess business record system ethics, efficiency, and effectiveness and reflect on their business impacts. Students refine numeracy and literacy skills for the purposes of understanding, processing, representing, and communicating organisational information.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse information management systems to determine suitability to the business context • analyse software applications used for recording and tracking information and apply skills in their use • analyse information management systems, procedures, efficiencies, and ethical compliance • apply problem solving and organisational skills to information management 	<ul style="list-style-type: none"> • apply a process to use an information management system for a simple task • describe information management procedures • apply practices, processes, and procedures to deliver a service

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse information management systems to determine suitability, including ethical principles, to the business context, for example, record, financial and data management, and human resources • analyse information management systems, purposes, efficiencies, and procedures, for example, document permissions, back up procedures, software applications • analyse information management ethics, for example, accuracy, collection, storage, archiving, privacy principles • analyse software application features used for organising information and data and apply skills in their use, for example, databases, storage systems, spreadsheets 	<ul style="list-style-type: none"> • use a process to use an information management system for a simple task • describe information management procedures • describe the right to privacy • use practices, processes, and procedures to deliver a service

Skills	
<ul style="list-style-type: none"> • synthesise knowledge, understanding and skills to solve problems in information management contexts and propose solutions • apply communication skills using relevant terminology in clearly justify ideas and proposals • create business documents using software applications • apply transferable work skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes • apply project management skills for efficiently planning and undertaking tasks • apply WHS principles and processes within simulated workplace settings • reflect on learning to propose, and implement strategies for future improvement 	<ul style="list-style-type: none"> • use problem solving and organisation skills to simple business services tasks • communicates ideas using appropriate terminology independently • create business documents using software applications • use skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes • use procedures, guides or checklists to complete projects or roles in projects • use WHS principles and processes in Business Services workplace contexts • reflect on learning for future improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of **required** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Workplace Skills**, or **Certificate III in Business**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Workplace Skills BSB20120

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
	nil

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC302	Design and produce spreadsheets
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Certificate III in Business

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

The following **elective competencies** must be delivered and assessed:

Code	Competency Title
BSBTEC302	Design and produce spreadsheets (A)

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the particular needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Workplace Practices

Value: 1.0

Workplace Practices a

Value 0.5

Workplace Practices b

Value 0.5

Unit Description

Students analyse concepts, models and theories that underlie workplace practices. They investigate professional communication, collaboration, and teamwork skills. Students assess well-being programs and practices for self and others. They develop knowledge and skills for producing business documents and apply these skills to work effectively in a variety of environments. Students refine literacy skills for the purposes of understanding, planning, editing, publishing, and communicating within a range of workplace situations, reflecting on their effectiveness.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse concepts, models, and theories about workplace practices • analyse professional communication, collaboration, and teamwork in workplace models and practices • analyse well-being programs and practices for self and others • analyse business documents', style, and characteristics to identify their purpose and apply that understanding to produce appropriate documentation • apply teamwork and collaboration skills to business contexts 	<ul style="list-style-type: none"> • use workplace practices and procedures • describe good workplace practices that support well-being • describe the features of business documents and creates business documents • use communication and collaboration skills to complete simple tasks

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse concepts, models, and theories about workplace environments, including sustainability, for example, blended work environments, innovative work arrangements such as Google, working from home • analyse concepts, models, and theories about workplace practices, including ethical obligations, for example, teamwork, communication, inclusivity, client relationships • assess well-being programs and practices for self and others, for example, flexible work arrangements, external support programs, employee assistance programs 	<ul style="list-style-type: none"> • use workplace practices and procedures • describe respectful workplace behaviour • describe good workplace practices that support well-being

A Course	M Course
<ul style="list-style-type: none"> analyse business documents', style, and characteristics to identify their purpose and apply that understanding to produce appropriate documentation, for example, formal business letters, general emails, reports, minutes, agendas 	<ul style="list-style-type: none"> describe the features of business documents and creates business documents
Skills	
<ul style="list-style-type: none"> synthesise knowledge, understanding and skills to solve problems in information management contexts and propose solutions apply communication skills using relevant terminology in clearly justify ideas and proposals create business documents using software applications apply transferable work skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes apply project management skills for efficiently planning and undertaking tasks apply WHS principles and processes within simulated workplace settings reflect on learning to propose, and implement strategies for future improvement 	<ul style="list-style-type: none"> use communication and collaboration skills to complete simple tasks communicates ideas using appropriate terminology independently create business documents using software applications use skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes use procedures, guides or checklists to complete projects or roles in projects use WHS principles and processes to Business Services contexts reflect on learning for future improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of **required** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Workplace Skills**, or **Certificate III in Business**, which provides performance criteria, range statements and assessment contexts. Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Workplace Skills BSB20120

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
	nil

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBOPS304	Deliver and monitor a service to customers (D)
BSBPEF301	Organise personal work priorities (B)
BSBTEC301	Design and produce business documents (A)
BSBTWK301	Use inclusive work practices
BSBWRT311	Write simple documents (A)

Certificate III in Business

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBTWK301	Use inclusive work practices

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBOPS304	Deliver and monitor a service to customers (D)
BSBPEF301	Organise personal work priorities (B)
BSBTEC301	Design and produce business documents (A)
BSBWRT311	Write simple documents (A)

** Units from Group D can be used as general electives if Group A is chosen as the specialist group.*

*** Units from Group A can be used as general electives if Group D is chosen as the specialist group.*

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the particular needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Relationship Development

Value: 1.0

Relationship Development a

Value 0.5

Relationship Development b

Value 0.5

Unit Description

Students analyse relationship development concepts, theories and models and apply these in a range of contexts. They investigate essential workplace practices and procedures for meeting customer service and stakeholder expectations. Students investigate digital platforms for providing customer service and communications. They analyse a range of procedures and practices for professional and personal innovation and improvement.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse relationship development concepts, theories, and models • analyse essential work habits for meeting customer service and stakeholder expectations • analyse professional development practices and processes • analyse digital platforms for communication with customers and stakeholders • create a plan for personal innovation, improvement, supporting relationships and well-being 	<ul style="list-style-type: none"> • describe productive customer and client relationships • plan and prepare for own work readiness • use digital platforms to communicate with colleagues and clients or customers • create a plan for personal improvement, supporting relationships and well-being

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse internal and external relationship development concepts, theories, and models, for example, customer satisfaction, networking, working in teams, market research, key performance indicators • analyse essential work habits, including with principles of ethics and sustainability, for meeting customer service and stakeholder expectations, for example, regulatory obligations, diversity, responsiveness, codes of conduct, digital communication etiquette • assess relationship management professional development needs and propose plans to address learning gaps, for example, reflecting on current skills, assessing work performance, and using feedback to improve 	<ul style="list-style-type: none"> • describe productive customer and client relationships • describe some legal and social obligations in business services contexts, for example, sustainable waste disposal, polite phone manners • plan and prepare for own work readiness

A Course	M Course
<ul style="list-style-type: none"> analyse digital platforms and practices for developing and managing relationships with customers and stakeholders and apply to business services tasks, for example, organisation protocols for communication, managing shared inboxes, monitoring, and updating online information 	<ul style="list-style-type: none"> describe digital platforms' purposes, features and procedures
Skills	
<ul style="list-style-type: none"> synthesise knowledge, understanding and skills to solve problems in information management contexts and propose solutions apply communication skills using relevant terminology to clearly justify ideas and proposals create a plan for personal innovation, improvement to support relationships and well-being apply transferable work skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes apply WHS principles and processes within simulated workplace settings reflect on learning to propose, and implement strategies for future improvement 	<ul style="list-style-type: none"> use digital platforms to communicate with colleagues and clients or customers communicates ideas using appropriate terminology independently create a plan for personal improvement to support relationships and well-being use procedures, guides or checklists to complete projects or roles in projects use WHS principles and processes in Business Services workplace contexts reflect on learning for future improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of **required** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Workplace Skills**, or **Certificate III in Business**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Workplace Skills

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBCMM211	Apply communication skills
BSBSUS211	Participate in sustainable work practices

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBOPS203	Deliver a service to customers (C)
BSBPEF201	Support personal wellbeing in the workplace (A)
BSBTEC202	Use digital technologies to communicate in a work environment (B)

Certificate III in Business

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTEC202	Use digital technologies to communicate in a work environment (A)

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the particular needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Project Management

Value: 1.0

Project Management a

Value 0.5

Project Management b

Value 0.5

Unit Description

Students analyse basic project management models and operational practices and apply industry specific protocols. They apply project management skills to completing tasks in a simulated or real work environment. They develop the knowledge, skills and understandings that are required to provide effective organisational support. Students plan and implement workflows using business tools and reflect on opportunities for improvement and innovation.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> analyse basic project management models and operational practices apply project management skills to solve workplace problems analyse business services protocols and practices analyse principles and practices for planning and organising workflows apply business tools for planning and organising work in simulated or real work situations 	<ul style="list-style-type: none"> describe a simple project and plan use teamwork or individual skills to follow the project plan use procedures for business services use time management skills use business tools to follow procedures and plans in simulated work situations

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> analyse basic project management models and operational practices, for example, agile, scrum, waterfall, Kanban apply project management skills ethically and sustainably in a simulated or real workplace, for example, simulated conference, redesign of area in the workplace, career expo, develop a business report apply project management tools for planning and organising work within simulated or real work situations, for example, shared docs, shared calendars, Dropbox, Teams, and OneNote analyse principles and practices of planning and organising workflows and apply business tools to support basic project management 	<ul style="list-style-type: none"> describe a simple project and plan use teamwork or individual skills to follow the project plan use procedures for business services use time management skills
Skills	
<ul style="list-style-type: none"> synthesise knowledge, understanding and skills to solve problems in information management contexts and propose solutions 	<ul style="list-style-type: none"> use business tools to follow procedures and plans in simulated work situations

A Course	M Course
<ul style="list-style-type: none"> • apply communication skills using relevant terminology to clearly justify ideas and proposals • create solutions to problems within a project management framework • apply transferable work skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes • apply project management skills for efficiently planning and undertaking task • apply WHS principles and processes within simulated workplace settings • reflect on learning to propose, and implement strategies for future improvement 	<ul style="list-style-type: none"> • communicates ideas using appropriate terminology independently • create solutions to simple problems using checklists or processes, within a project management framework • use skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes • use procedures, guides or checklists to complete projects or roles in projects • use WHS principles and processes in Business Services workplace contexts • reflect on learning for future improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of **required** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Workplace Skills**, or **Certificate III in Business**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Workplace Skills BSB20120

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBWHS211	Contribute to the health and safety of self and others

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTEC201	Use business software applications (B)
BSBTWK201	Work effectively with others (C)

Certificate III in Business

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
	nil

The following **elective competencies** from the chosen specialist elective group **must be delivered and assessed** over the semester:

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTEC201	Use business software applications (A)

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the particular needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Independent Study

Value 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected must align with the requirements of the AUR Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> analyse concepts, theories, or models relevant to that area of study analyse practices and systems relevant to the area of study assess case studies relevant to the area of study analyse relevant business services tools and apply to the chosen area of study apply problem solving skills to the area of study 	<ul style="list-style-type: none"> describe processes and procedures of the area of study describe case studies in the area of study use business tools relevant to the area of study use skills to complete tasks in the area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> analyse concepts, theories, or models relevant to that area of study analyse practices and systems relevant to the area of study assess case studies relevant to the area of study analyse relevant business services tools and apply to the chosen area of study 	<ul style="list-style-type: none"> describe processes and procedures of the area of study describe case studies in the area of study use business tools relevant to the area of study

Skills	
<ul style="list-style-type: none"> • synthesise knowledge, understanding and skills to solve problems in information management contexts and propose solutions • create solutions to problems within a project management framework • apply communication skills using relevant terminology to clearly justify ideas and proposals • apply transferable work skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes • apply WHS principles and processes within simulated workplace settings • reflect on learning to propose, and implement strategies for future improvement 	<ul style="list-style-type: none"> • apply skills to complete tasks in the area of study • create solutions to problems within a project management framework • communicates ideas using appropriate terminology independently • use skills individually and/or collaboratively in business tasks to achieve work outcomes • use WHS principles and processes in Business Services workplace contexts • reflect on learning for future improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Name	College
Teresa Bostle	Hawker College
Karen Hundy	St Mary MacKillop College
Jane Waddleton	Daramalan College
Minor Variation (2024 for 2025)	
David Moss	Gungahlin College
Karen Hundy	St Mary MacKillop College
Shannon Dunn	Radford College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

For **BSB20120 Certificate II in Workplace Skills** the following packaging rules apply:

Total number of units = 10

5 core units plus

5 elective units

The elective units consist of:

- 1 elective unit must be selected from Group A
- 1 elective unit must be selected from Group B
- for the remaining 3 elective units:
 - up to 3 units may be selected from Groups A, B and C
 - if not listed, up to 2 units may be selected from a Certificate I, Certificate II or Certificate III from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for BSB20120 Certificate II in Workplace Skills

Code	Competency Title	Core/Elective
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
BSBOPS203	Deliver a service to customers (C)	Elective
BSBPEF201	Support personal wellbeing in the workplace (A)	Elective
BSBTEC201	Use business software applications (B)	Elective
BSBTEC202	Use digital technologies to communicate in a work environment (B)	Elective
BSBTWK201	Work effectively with others (C)	Elective

BSB30120 Certificate III in Business

For **BSB30120 Certificate III in Business** the following packaging rules apply:

Total number of units = 13

6 core units plus

7 elective units

The elective units consist of:

- 2 elective units must be selected from Group A
- 1 elective unit must be selected from Group B

for the remaining 4 elective units:

- up to 4 units may be selected from Groups A – G
- if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for BSB30120 Certificate III in Business

Code	Competency Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBXCM301	Engage in workplace communication	Core
Group A		
BSBTEC201	Use business software applications	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBTEC301	Design and produce business documents	Elective
BSBTEC302	Design and produce spreadsheets	Elective
BSBWRT311	Write simple documents	Elective
Group B		
BSBPEF301	Organise personal work priorities	Elective
Group D		
BSBOPS304	Deliver and monitor a service to customers	Elective

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

BSB20120 Certificate II Workplace Skills

BSSS Unit Title	Competencies	
Information Management 1.0	Core	
		nil
	Electives	
	BSBCRT311	Apply critical thinking skills in a team environment
	BSBTEC302	Design and produce spreadsheets
	BSBWHS311	Assist with maintaining workplace safety
	BSBXCM301	Engage in workplace communication
Workplace Practices 1.0	Core	
		nil
	Electives	
	BSBOPS304	Deliver and monitor a service to customers (D)
	BSBPFEF301	Organise personal work priorities (B)
	BSBTEC301	Design and produce business documents (A)
	BSBTWK301	Use inclusive work practices
Relationship Development 1.0	Core	
	BSBCMM211	Apply communication skills
	BSBSUS211	Participate in sustainable work practices
	Electives	
	BSBOPS203	Deliver a service to customers (C)
	BSBPFEF201	Support personal wellbeing in the workplace (A)
	BSBTEC202	Use digital technologies to communicate in a work environment (B)
Project Management 1.0	Core	
	BSBOPS201	Work effectively in business environments
	BSBPFEF202	Plan and apply time management
	BSBWHS211	Contribute to the health and safety of self and others
	Electives	
	BSBTEC201	Use business software applications (B)
BSBTWK201	Work effectively with others (C)	

BSB30120 Certificate III in Business

BSSS Unit Title	Competencies	
Information Management 1.0	Core	
	BSBCRT311	Apply critical thinking skills in a team environment
	BSBWHS311	Assist with maintaining workplace safety
	BSBXCM301	Engage in workplace communication
	Electives	
	BSBTEC302	Design and produce spreadsheets (A)
Workplace Practices 1.0	Core	
	BSBTWK301	Use inclusive work practices
	Electives	
	BSBOPS304	Deliver and monitor a service to customers (D)
	BSBPPEF301	Organise personal work priorities (B)
	BSBTEC301	Design and produce business documents (A)
	BSBWRT311	Write simple documents (A)
Relationship Development 1.0	Core	
	BSBPPEF201	Support personal wellbeing in the workplace
	BSBSUS211	Participate in sustainable work practices
	Electives	
	BSBTEC202	Use digital technologies to communicate in a work environment (A)
Project Management 1.0	Core	
		nil
	Electives	
	BSBTEC201	Use business software applications (A)

Totalised Competencies in each course unit

BSSS Unit Title	Competencies		II	III
Information Management 1.0	BSBCRT311	Apply critical thinking skills in a team environment	E	C
	BSBTEC302	Design and produce spreadsheets	E	E
	BSBWHS311	Assist with maintaining workplace safety	E	C
	BSBXCM301	Engage in workplace communication	C	C
Workplace Practices 1.0	BSBOPS304	Deliver and monitor a service to customers	E	E
	BSBPEF301	Organise personal work priorities	E	E
	BSBTEC301	Design and produce business documents	E	E
	BSBTWK301	Use inclusive work practices	E	C
	BSBWRT311	Write simple documents	E	E
Relationship Development 1.0	BSBCMM211	Apply communication skills	C	-
	BSBOPS203	Deliver a service to customers (C)	E	-
	BSBPEF201	Support personal wellbeing in the workplace (A)	E	C
	BSBSUS211	Participate in sustainable work practices	C	C
	BSBTEC202	Use digital technologies to communicate in a work environment (A)	E	E
Project Management 1.0	BSBOPS201	Work effectively in business environments	C	-
	BSBPEF202	Plan and apply time management	C	-
	BSBTEC201	Use business software applications (A)	E	E
	BSBWHS211	Contribute to the health and safety of self and others	C	-

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college, and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Business Services
Classification/s:	A M or A/V M/V
Accredited From:	2025
Framework:	Industry and Services