



# Business Services

A/M/V

**Written under the Industry and Services Framework 2017 Edition**

**Accredited from 2018 – 2022 (updated 2021)**

**Supporting Qualifications from Business Services Training Package (BSB)**

BSB10120 – Certificate I in Workplace Skills (M)

BSB20120 – Certificate II in Workplace Skills

BSB30120 – Certificate III in Business

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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, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

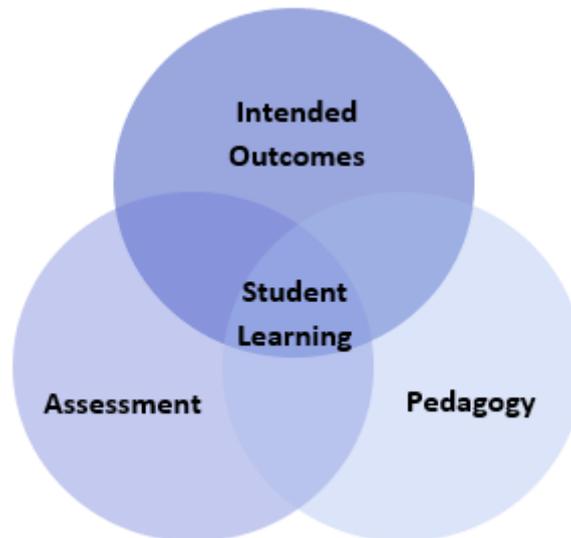
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

*Implementing Vocational Education and Training Courses* (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

## 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](http://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**

- 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.
- The Aboriginal and Torres Strait Islander histories and cultures priority has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.
- The first key concept highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.
- The second key concept examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.
- The third key concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander people on a local, national and global scale.

### **Asia and Australia's Engagement with Asia**

- 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.
- This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.
- The Asia and Australia's engagement with Asia priority has been developed around three key concepts; Asia and its diversity, achievements and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the

organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

- The first key concept highlights the diversity within and between the countries of the Asia region, from their cultures, societies and traditions through to their diverse environments and the effects of these on the lives of people.
- The second key concept examines the past and continuing achievements of the peoples of Asia, identifies their contribution to world history and acknowledges the influences that the Asia region has on the world's aesthetic, and creative pursuits.
- The third key concept addresses the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills, which make it possible to engage actively and effectively with peoples of the Asia region.

## **Sustainability**

- 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.
- This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.
- The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional and global communities. It emphasises the interdependence of environmental, social, cultural and economic systems.
- The Sustainability priority has been developed around three key concepts: systems, world views and, futures. These concepts are seen as fundamental to learning about sustainability. Each key concept contains a set of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising idea. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework of the priority.
- The first key concept explores the interdependent and dynamic nature of systems that support all life on Earth as well as the promotion of healthy social, economic and ecological patterns of living for our collective wellbeing and survival.
- The second key concept presents the issues surrounding sustainability in a global context. This concept allows for a diversity of world views on ecosystems, values and social justice to be discussed and linked to individual and community actions for sustainability.
- The third key concept is aimed at building the capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to develop reflective thinking processes and empower young people to design action that will lead to a more equitable, respectful and sustainable future.

# Business Services

## A/M/V

### Rationale

Business Services will provide students with the knowledge, skills and understanding of business practices, procedures and concepts relevant to working in a business service and/or business industry environment. Industry consists of firms which provide business services to other companies. Business Services from an occupational perspective includes employees in all industries who are providing a business service within their organisation.

Students will cover concepts such as technical information, materials, sustainability, equipment and work health & safety (WHS) as they relate to the Business Industry.

Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.

### Goals

This course should enable students to:

- analyse business industry practices, processes and procedures relevant to the workplace
- analyse technical information and specifications relative to the business environment
- understand materials and equipment and their use within the Business Services environment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services appropriate to the business environment
- analyse, evaluate and apply principles of good customer service
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums
- demonstrate digital literacy to communicate electronically.

### Unit Titles

- Navigating the Business Environment
- Business Environment and Services
- Implementing Best Practice in Business
- Business Services Pathways

## Organisation of Content

### Navigating the Business Environment

Students learn how to produce business standard word processed documents and presentations, provide customer service and the procedures and responsibilities relating to workplace sustainability, health and safety. They learn oral and written communication skills for the workplace. Students learn what is required to interact with others in a work environment. They develop self-management skills and knowledge to assist in success at work.

### Business Environment and Services

Students learn how to engage with others in a business environment, contribute to workplace innovation, manage conflict and develop effective workplace relationships. Students will also learn how to use business technology and develop oral and written skills to communicate information with others.

### Implementing Best Practice in Business

Students learn a range of technological skills to design and produce business documents. They develop communication skills in engaging with others and in writing simple documents. They explore business workplace principles, standards, and inclusive work practices.

### Business Services Pathways

Students will learn how to design and produce spreadsheets. They will also learn how to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service. Students will learn what is required to organise workplace information, their own work schedules and to monitor and obtain feedback on their work performance.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provide 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

	Theory	Practical
	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• test</li> <li>• folio</li> <li>• assignment</li> <li>• research project</li> <li>• cooperative task</li> <li>• planning tasks</li> <li>• risk assessments</li> <li>• presentations</li> <li>• drawings</li> </ul>	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• demonstration</li> <li>• individual project/activity</li> <li>• group project</li> <li>• continuous observation (e.g. skills, WH&amp;S)</li> <li>• folio</li> <li>• test</li> <li>• presentations</li> <li>• online collaboration/discussion forum</li> </ul>
<b>Weightings in A/V 1.0 and 0.5 Units</b>	30 - 40%	60 - 70%
<b>Weighting in M/V 1.0 and 0.5 Units</b>	30 - 70%	30 - 70%

### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## 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 & Services A Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses work practices, processes and procedures</li> <li>analyses technical information and specifications</li> <li>evaluates work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>explains work practices, processes and procedures</li> <li>explains technical information and specifications</li> <li>analyses work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>describes work practices, processes and procedures</li> <li>describes technical information and specifications</li> <li>describes work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies work practices, processes and procedures</li> <li>identifies technical information</li> <li>identifies work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies some work practices, processes and procedures</li> <li>identifies some technical information</li> <li>identifies some work, health and safety practices</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with high proficiency, technical information and specifications to create high quality products and/or services</li> <li>solves problems, proposes solutions and justifies decisions in completing a task</li> <li>demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates highly developed behaviours and attitudes and contributes positively to learning and work</li> <li>reflects with insight on own learning processes</li> <li>communicates with high proficiency, using a range of modes and medium using industry terminology and effectively organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with proficiency, technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and explains decisions in completing a task</li> <li>demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates developed behaviours and attitudes and contributes positively to learning and work</li> <li>explains own learning processes</li> <li>communicates with proficiency, using industry terminology and competently organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies effectively industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies effectively technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and describes decisions in completing a task</li> <li>demonstrates effectively industry specific literacy and numeracy skills to tasks</li> <li>demonstrates appropriate behaviours and attitudes and contributes positively to learning and work</li> <li>describes own learning processes</li> <li>communicates effectively, using industry terminology and organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies some industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies some technical information and specifications to create products and/or services</li> <li>follows instructions, guidelines and procedures</li> <li>demonstrates some industry specific literacy and numeracy skills to tasks</li> <li>demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work</li> <li>describes some learning processes</li> <li>communicates using some industry terminology and demonstrates some ability to organise materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies little or no industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies little or no technical information and specifications to create products and/or services</li> <li>follows simple instructions, guidelines and procedures</li> <li>demonstrates little or no industry specific literacy and numeracy skills to tasks</li> <li>demonstrates limited appropriate behaviours and attitudes</li> <li>describes limited learning processes</li> <li>communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources</li> </ul>

**Achievement Standards Industry & Services A Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts</li> <li>analyses technical information and specifications and evaluates a wide range of materials and equipment</li> <li>evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts</li> <li>explains technical information and specifications and describes a range of materials and equipment</li> <li>analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts</li> <li>describes technical information and specifications and identifies a range of materials and equipment</li> <li>describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts</li> <li>identifies technical information and specifications and identifies some materials and equipment</li> <li>identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts</li> <li>identifies some technical information with little or no reference to materials and equipment</li> <li>identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with high proficiency, technical information and specifications to create high quality products and/or services</li> <li>solves problems, proposes solutions and justifies decisions in completing a task</li> <li>demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks</li> <li>demonstrates highly developed behaviours and attitudes and contributes positively to learning and work</li> <li>reflects with insight on own learning processes and needs related to industry and the workplace</li> <li>communicates with high proficiency, using industry terminology and effectively organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with proficiency, technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and explains decisions in completing a task</li> <li>demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates developed behaviours and attitudes and contributes positively to learning and work</li> <li>explains own learning processes and needs related to industry and the workplace</li> <li>communicates with proficiency, using industry terminology and competently organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies effectively industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies effectively technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and describes decisions in completing a task</li> <li>demonstrates effectively industry specific literacy and numeracy skills to tasks</li> <li>demonstrates appropriate behaviours and attitudes and contributes positively to learning and work</li> <li>describes own learning processes and needs related to industry and the workplace</li> <li>communicates effectively, using industry terminology and organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies some industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies some technical information and specifications to create products and/or services</li> <li>follows instructions, guidelines and procedures</li> <li>demonstrates some industry specific literacy and numeracy skills to tasks</li> <li>demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work</li> <li>describes some learning processes and needs related to industry and the workplace</li> <li>communicates using some industry terminology and demonstrates some ability to organise materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies little or no industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies little or no technical information and specifications to create products and/or services</li> <li>follows simple instructions, guidelines and procedures</li> <li>demonstrates little or no industry specific literacy and numeracy skills to tasks</li> <li>demonstrates limited appropriate behaviours and attitudes</li> <li>describes limited learning processes and needs related to industry and the workplace</li> <li>communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources</li> </ul>

**Achievement Standards Industry & Services M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes industry practices, processes and procedures independently</li> <li>describes technical information and specifications independently</li> <li>describes work, health and safety practices independently</li> </ul>	<ul style="list-style-type: none"> <li>explains industry practices, processes and procedures with some assistance</li> <li>explains technical information and specifications with some assistance</li> <li>describes work, health and safety practices with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>describes industry practices, processes and procedures with assistance</li> <li>describes technical information and specifications with assistance</li> <li>recounts work, health and safety practices with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies industry practices, processes and procedures with continuous guidance</li> <li>identifies technical information with continuous guidance</li> <li>recounts work, health and safety practices with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies some industry practices, processes and procedures</li> <li>identifies some technical information with direct instruction</li> <li>recounts work, health and safety practices with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies industry practices, processes and procedures to deliver a service and/or create a product independently</li> <li>applies technical information and specifications to products and/or services independently</li> <li>demonstrates industry specific literacy and numeracy skills to a range of tasks independently</li> <li>demonstrates behaviours and attitudes and contributes positively to learning independently</li> <li>communicates ideas using appropriate terminology independently</li> </ul>	<ul style="list-style-type: none"> <li>applies industry practices, processes and procedures to deliver a service and/or create a product with some assistance</li> <li>applies technical information and specifications to products and/or services with some assistance</li> <li>demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance</li> <li>demonstrates behaviours and attitudes and contributes positively to learning with some assistance</li> <li>communicates ideas using appropriate terminology with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>applies industry practices, processes and procedures to deliver a service and/or create a product with assistance</li> <li>applies technical information and specifications to products and/or services with assistance</li> <li>demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance</li> <li>demonstrates behaviours and attitudes and contributes positively to learning with assistance</li> <li>communicates ideas using appropriate terminology with assistance</li> </ul>	<ul style="list-style-type: none"> <li>applies industry practices, processes and procedures to deliver a service and/or create a product with continuous guidance</li> <li>applies technical information and specifications to products and/or services with continuous guidance</li> <li>demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance</li> <li>demonstrates behaviours and attitudes and contributes positively to learning with continuous guidance</li> <li>communicates ideas using appropriate terminology with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>applies industry practices, processes and procedures to deliver a service and/or create a product with direct instruction</li> <li>applies technical information and specifications to products and/or services with direct instruction</li> <li>demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction</li> <li>demonstrates behaviours and attitudes and contributes positively to learning with direct instruction</li> <li>communicates ideas using appropriate terminology with direct instruction</li> </ul>

## Navigating the Business Environment

**Value: 1.0**

**Navigating the Business Environment a**

**Value 0.5**

**Navigating the Business Environment b**

**Value 0.5**

### Unit Description

Students learn how to produce business standard word processed documents and presentations, provide customer service and the procedures and responsibilities relating to workplace sustainability, health and safety. They learn oral and written communication skills for the workplace. Students learn what is required to interact with others in a work environment. They develop self-management skills and knowledge to assist in success at work.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>• contribute positively to an effective business environment</li> <li>• identify and apply basic safety practices and procedures in the workplace</li> <li>• develop keyboarding and appropriate business technology skills for the production of workplace documents and presentations</li> <li>• participate in environmentally sustainable work practices</li> <li>• develop appropriate skills and knowledge for the delivery of good customer service</li> </ul>	<ul style="list-style-type: none"> <li>• contribute positively to an effective business environment</li> <li>• apply environmentally sustainable work practices</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Industry practices, processes and procedures</b>	
<ul style="list-style-type: none"> <li>• analyse and apply business workplace principles, standards and practices</li> <li>• analyse, evaluate and apply principles of good customer service</li> <li>• analyse and apply relevant organisational standards and processes in the production of accurate documents</li> <li>• analyse and apply environmentally sustainable work practices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding of workplace business, practices and procedures</li> <li>• apply environmentally sustainable work practices</li> </ul>

A Course	M Course
<b>Technical information</b>	
<ul style="list-style-type: none"> <li>analyse and apply business standards in preparing a variety of simple documents</li> <li>analyse style requirements to prepare and produce a variety of documents</li> <li>demonstrate proficiency of relevant software to create electronic presentations and simple word processed documents</li> <li>demonstrate keyboard and software skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the operation of a personal computer</li> <li>demonstrate basic keyboard skills</li> </ul>
<b>Workplace, health and safety (WHS)</b>	
<ul style="list-style-type: none"> <li>identify and apply basic safety practices and procedures in the workplace</li> <li>analyse risk hazards, seek appropriate assistance and apply safety strategies</li> <li>reflect on own contribution to the health and safety of self and others in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>apply basic safety procedures and/or seek appropriate assistance</li> <li>understand and follow WHS guidelines</li> </ul>
<b>Problem solving</b>	
<ul style="list-style-type: none"> <li>identify and define problems, analyse different possible solutions and select the best option</li> <li>interact with others in solving problems, proposing solutions and justifying ideas</li> <li>demonstrate ability to prioritise and adapt plans in response to changed circumstances</li> </ul>	<ul style="list-style-type: none"> <li>solve simple problems and explain choices</li> </ul>
<b>Industry literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>analyse and apply processes for writing, editing and production of accurate documents</li> <li>interpret simple numerical information in workplace procedures, and in the use of equipment and materials</li> <li>use and communicate basic numerical information that relates to the business environment</li> <li>demonstrate accurate use of numeracy in practical activities. For example, monitoring sustainability</li> </ul>	<ul style="list-style-type: none"> <li>develop writing and editing skills</li> <li>use numeracy skills in activities. For example, stationery orders</li> </ul>

A Course	M Course
<b>Behaviour and attitudes in the workplace</b>	
<ul style="list-style-type: none"> <li>analyse and apply interpersonal skills required in working with a diverse range of people</li> <li>understand how self-management skills contribute to positive outcomes</li> <li>demonstrate organisation of self, materials and work to achieve deadlines</li> </ul>	<ul style="list-style-type: none"> <li>apply interpersonal skills in working with a range of people</li> <li>understand how self-management skills contribute to positive outcomes</li> <li>demonstrate organisation of self, materials and work to achieve goals</li> </ul>
<b>Reflection on own learning</b>	
<ul style="list-style-type: none"> <li>reflect on own learning processes and needs within the business workplace</li> <li>analyse and use workplace criteria to self-assess and reflect on whether own work meets standards</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>use business terminology correctly when communicating with others</li> <li>articulate ideas to seek assistance, clarify, offer suggestions or justify approaches</li> <li>actively listen to guide decision making and receive and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>apply communication skills</li> <li>seek assistance and act on feedback</li> <li>follow instructions</li> </ul>

## 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 emphasis 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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of Business Services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the BSB Business Services Training Package, 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 I in Workplace Skills

Certificate I competencies are only for students undertaking an **M** course.

Any two or more of the following elective units may be delivered and assessed over the semester:

Code	Competency Title
BSBCMM211	Apply communication skills
BSBTEC101	Operate digital devices
BSBOPS202	Engage with customers

### Certificate II in Workplace Skills

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

Code	Competency Title
<b>BSBCMM211</b>	<b>Apply communication skills</b>
<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>
<b>BSBWHS211</b>	<b>Contribute to the health and safety of self and others</b>

The following elective units selected from elective groups must be delivered and assessed over the semester:

Code	Competency Title
BSBTEC201	Use business software applications
BSBOPS203	Deliver a service to customers <b>OR</b>
BSBOPS202	Engage with customers

### **Certificate III in Business**

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

<b>Code</b>	<b>Competency Title</b>
<b>BSBSUS211</b>	<b>Participate in Sustainable work practices</b>

The following elective unit selected from elective groups must be delivered and assessed over the semester:

<b>Code</b>	<b>Competency Title</b>
BSBTEC201	Use business software applications

**All units of competency are optional for students undertaking an M course.**

### **Assessment**

Refer to pages 10-11.

**Business Environment and Services****Value: 1.0****Business Environment and Services a****Value 0.5****Business Environment and Services b****Value 0.5****Unit Description**

Students learn how to engage with others in a business environment, contribute to workplace innovation, manage conflict and develop effective workplace relationships. Students will also learn how to use business technology and develop oral and written skills to communicate information with others.

**Specific Unit Goals**

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>engage positively and communicate effectively with others in a business work environment</li> <li>select and use appropriate business technology and computer software to complete tasks and to organise electronic information and data in line with organisational requirements</li> <li>identify work and organisational requirements to manage workload</li> </ul>	<ul style="list-style-type: none"> <li>engage positively and communicate with others in a business work environment</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Industry practices, processes and procedures</b>	
<ul style="list-style-type: none"> <li>analyse and apply business workplace principles, policies, standards and practices</li> <li>analyse, evaluate and apply elements of business innovation</li> <li>analyse and apply organisational standards and processes in workplace communication</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic understanding of workplace business practices and procedures</li> </ul>
<b>Technical information</b>	
<ul style="list-style-type: none"> <li>analyse and apply business standards in preparing a variety of spreadsheet workbooks and electronic communication</li> <li>analyse style requirements to create a variety of documents</li> </ul>	<ul style="list-style-type: none"> <li>operate a personal computer</li> <li>produce a document to specification</li> </ul>

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>• demonstrate knowledge and control of software to create, use and maintain spreadsheets and communicate electronically</li> <li>• demonstrate appropriate use of business technology</li> <li>• demonstrate keyboard software skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate appropriate use of business technology</li> <li>• demonstrate basic keyboard skills</li> </ul>
<b>Workplace, health and safety</b>	
<ul style="list-style-type: none"> <li>• understand and follow WHS guidelines</li> <li>• apply and reflect on own contribution to the health and safety of self and others in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• follow WHS guidelines</li> </ul>
<b>Problem solving</b>	
<ul style="list-style-type: none"> <li>• identify and define problems, analyse different possible solutions and select the best option</li> <li>• interact with others in solving problems, proposing solutions and justifying ideas</li> <li>• demonstrate ability to prioritise and adapt plans in response to changed circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• solve simple problems</li> </ul>
<b>Industry literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>• analyse and apply processes for writing, editing and production of accurate documents</li> <li>• demonstrate accurate use of numeracy in practical activities such as spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• develop writing and editing skills</li> <li>• use numeracy skills in activities, for example: preparing equipment and resources</li> </ul>
<b>Behaviour and attitudes in the workplace</b>	
<ul style="list-style-type: none"> <li>• demonstrate behaviours and attributes which contribute positively to work and continuous learning</li> <li>• analyse and apply interpersonal skills required when working with a diverse group of people in a range of environments</li> </ul>	<ul style="list-style-type: none"> <li>• apply interpersonal skills in working with a range of people</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate effective workplace relationships and contribute positively to group activities</li> <li>• understand how self-management skills contribute to positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• understand how self-management skills contribute to positive outcomes</li> </ul>

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>demonstrate organisation of self, materials and work to achieve deadlines-</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate organisation of self, materials and work to achieve goals</li> </ul>
<b>Reflection on own learning</b>	
<ul style="list-style-type: none"> <li>reflect on own learning processes and needs within the business workplace</li> <li>analyse and use workplace criteria to assess and reflect on whether teamwork meets standards</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning needs for skill development</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>apply business terminology accurately in communicating with others</li> <li>articulate ideas to seek assistance, clarify, offer suggestions or justify approaches</li> <li>actively listen to guide decision making and receive and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>apply communication skills</li> <li>seek assistance and act on feedback</li> <li>follow instructions</li> </ul>

## 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 emphasis 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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of Business Services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the BSB Business Services Training Package, 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 I in Workplace Skills

Certificate I competencies are only for students undertaking an **M** course.

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

Code	Competency Title
BSBOPS101	Use business resources

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

Code	Competency Title
BSBOPS201	Work effectively in business environments

### Certificate II in Workplace Skills

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

Code	Competency Title
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management

**The elective competencies** selected to meet packaging rules must also be delivered:

Code	Competency Title
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBTWK201	Work effectively with others
BSBTEC202	Use digital technologies to communicate in a work environment

### **Certificate III in Business**

The following elective unit must be delivered and assessed over the semester:

<b>Code</b>	<b>Competency Title</b>
BSBTEC202	Use digital technologies to communicate in a work environment

**All units of competency are optional for students undertaking an M course.**

### **Assessment**

Refer to pages 10-11.

## Implementing Best Practice in Business

**Value: 1.0**

**Implementing Best Practice in Business a**

**Value 0.5**

**Implementing Best Practice in Business b**

**Value 0.5**

### Unit Description

Students learn a range of technological skills to design and produce business documents. They develop communication skills in engaging with others and in writing simple documents. They explore business workplace principles, standards, and inclusive work practices.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>demonstrate and apply a range of technological and communication skills</li> <li>demonstrate knowledge, skills and processes appropriate for business practices and procedures</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate some technological skills</li> <li>apply some technological skills</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Industry practices, processes and procedures</b>	
<ul style="list-style-type: none"> <li>analyse and apply business workplace principles, standards and practices</li> <li>analyse and apply the appropriate technological skills to design and produce business documents</li> <li>analyse and apply organisational standards and processes in document production</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of workplace business, practices and procedures</li> </ul>
<b>Technical information</b>	
<ul style="list-style-type: none"> <li>analyse and apply business standards in preparing a variety of workplace documents and applications</li> <li>analyse style requirements to create a variety of documents and applications</li> <li>demonstrate knowledge and control of software to create and use business documents</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate appropriate use of business technology to produce simple business documents</li> <li>demonstrate some basic keyboard and basic software skills and knowledge of these to produce basic text documents</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>demonstrate knowledge and practical application of keyboard skills</li> <li>develop speed and accuracy in accordance with workplace requirements for level of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate basic keyboard skills</li> </ul>
<b>Workplace, health and safety</b>	
<ul style="list-style-type: none"> <li>apply and reflect on own contribution to the health and safety of self and others in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>follow workplace health and safety guidelines</li> </ul>
<b>Problem solving</b>	
<ul style="list-style-type: none"> <li>identify and define problems, evaluate possible solutions and select the best option</li> <li>interact with supervisors and/or peers in solving problems, proposing solutions and justifying ideas of document and application design</li> <li>demonstrate ability to prioritise and adapt plans in response to changed circumstances</li> </ul>	<ul style="list-style-type: none"> <li>solve simple problems</li> <li>interact with others in solving problems</li> </ul>
<b>Industry literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>analyse and apply processes for writing, editing and producing accurate documents</li> <li>demonstrate accurate use of numeracy in practical activities, such as spreadsheets and databases</li> </ul>	<ul style="list-style-type: none"> <li>develop basic writing and editing skills</li> <li>use numeracy skills in a business environment</li> </ul>
<b>Behaviour and attitudes in the workplace</b>	
<ul style="list-style-type: none"> <li>analyse and apply organisational protocols to seek assistance and clarification from relevant personnel as required</li> <li>understand how self-management skills contribute to positive outcomes of planning and completion of business requirements</li> <li>demonstrate organisation of self, materials and work to achieve quality products within deadlines</li> </ul>	<ul style="list-style-type: none"> <li>apply interpersonal skills in working with a range of people</li> <li>understand how self-management skills contribute to positive outcomes</li> <li>demonstrate organisation of self, materials and work to achieve goals</li> </ul>

A Course	M Course
<b>Reflection on own learning</b>	
<ul style="list-style-type: none"> <li>• reflect on own capacity to implement proofreading and editing processes within the business environment</li> <li>• analyse and use workplace criteria to assess and reflect on whether individual work meets required standards</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning needs for skill development</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• communicate accurately in an appropriate format</li> <li>• articulate ideas to seek assistance, clarify, offer suggestions or justify approaches</li> <li>• actively listen to guide decisions and receive and implement feedback</li> </ul>	<ul style="list-style-type: none"> <li>• apply some business terminology when communicating with others</li> <li>• seek assistance and act on feedback</li> <li>• follow instructions</li> </ul>

## 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 emphasis 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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of Business Services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the BSB Business Services Training Package, 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 I in Workplace Skills**

Certificate I competencies are only for students undertaking an **M** course.

The following elective unit must be delivered and assessed over the semester:

<b>Code</b>	<b>Competency Title</b>
FSKDIG002	Use digital technology for routine and simple workplace tasks

### **Certificate II in Workplace Skills**

No Certificate II competencies selected as requirements for this unit in the course.

### **Certificate III in Business**

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

<b>Code</b>	<b>Competency Title</b>
<b>BSBTWK301</b>	<b>Use inclusive work practices</b>
<b>BSBXMC301</b>	<b>Engage in workplace communication</b>

The following elective competencies selected to meet packaging rules must also be delivered:

<b>Code</b>	<b>Competency Title</b>
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents

**All units of competency are optional for students undertaking an M course.**

### **Assessment**

Refer to pages 10-11.

**Business Services Pathways****Value: 1.0****Business Services Pathways a****Value 0.5****Business Services Pathways b****Value 0.5****Unit Description**

Students will learn how to design and produce spreadsheets. They will also learn how to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service. Students will learn what is required to organise workplace information, their own work schedules and to monitor and obtain feedback on their work performance.

**Specific Unit Goals**

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>organise and manage their own work schedules and performance in a business environment</li> <li>provide appropriate administrative support through the use of relevant business systems including spreadsheets</li> <li>identify customer needs and deliver and monitor quality service to customers</li> <li>identify areas of customer service that require improvement</li> </ul>	<ul style="list-style-type: none"> <li>work effectively in a business environment</li> <li>applies some technical skills</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Industry practices, processes and procedures</b>	
<ul style="list-style-type: none"> <li>analyse and apply business workplace principles, standards and practices</li> <li>analyse and apply organisational standards and processes to design and produce spreadsheets</li> <li>analyses technical information</li> <li>analyse and apply organisational standards and processes in the delivery and monitoring of customer service</li> <li>apply workplace standards and processes to organise and produce workplace information</li> </ul>	<ul style="list-style-type: none"> <li>basic understanding of workplace business, practices and procedures</li> </ul>

A Course	M Course
<b>Technical information</b>	
<ul style="list-style-type: none"> <li>analyse and apply business standards in the development and use of spreadsheets</li> <li>demonstrate knowledge of appropriate software to design and use spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate appropriate use of business technology to produce simple spreadsheets</li> </ul>
<b>Workplace, health and safety</b>	
<ul style="list-style-type: none"> <li>evaluate and apply procedures and responsibilities relating to workplace health and safety</li> <li>apply and reflect on own contribution to the health and safety of self and others in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>follow workplace health and safety</li> </ul>
<b>Problem solving</b>	
<ul style="list-style-type: none"> <li>identify and define problems, analyse different possible solutions and select the best option</li> <li>demonstrate ability to prioritise and adapt plans in response to changing needs and demands</li> <li>interact with others in solving problems, proposing solutions and justifying ideas</li> </ul>	<ul style="list-style-type: none"> <li>solve simple problems</li> </ul>
<b>Industry literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>analyse and apply processes for writing, editing and producing accurate documents</li> <li>demonstrate accurate use of software applications in the development and use of spreadsheets</li> <li>demonstrate accurate use of numeracy in practical activities</li> </ul>	<ul style="list-style-type: none"> <li>develop writing and editing skills</li> <li>use numeracy skills in activities</li> </ul>
<b>Behaviour and attitudes in the workplace</b>	
<ul style="list-style-type: none"> <li>analyse and apply interpersonal skills required in working with customers</li> <li>understand how self-management skills contribute to positive outcomes</li> <li>demonstrate organisation of self, materials and work to achieve deadlines</li> </ul>	<ul style="list-style-type: none"> <li>apply interpersonal skills in working with others</li> <li>understand how self-management skills contribute to positive outcomes</li> <li>demonstrate organisation of self, materials and work to achieve goals</li> </ul>

A Course	M Course
<b>Reflection on own learning</b>	
<ul style="list-style-type: none"> <li>• reflect on own learning processes and needs within the business workplace</li> <li>• analyse and use workplace criteria to self-assess and reflect on whether own work meets standards</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• apply business terminology accurately in communicating with others</li> <li>• articulate ideas to seek assistance, clarify, offer suggestions or justify approaches</li> <li>• actively listen to guide decision making and receive and implement feedback</li> </ul>	<ul style="list-style-type: none"> <li>• apply communication skills</li> <li>• seek assistance and act on feedback</li> <li>• follow instructions</li> </ul>

### 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 emphasis 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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of Business Services contexts. Teachers must use this unit document in conjunction with the Units of Competence from the BSB Business Services Training Package, 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 I in Workplace Skills

Certificate I competencies are only for students undertaking an **M** course.

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

Code	Competency Title
BSBPEF101	Plan and prepare for work readiness

### Certificate II in Workplace Skills

No Certificate II competencies selected as requirements for this unit in the course.

### Certificate III in Business

The following elective competencies selected to meet packaging rules must be delivered:

Code	Competency Title
BSBTEC302	Design and produce spreadsheets
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
BSBINS302	Organise workplace information

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies. A direct link to the specific qualifications can be found at:

<http://training.gov.au/Training/Details/BSB30115>

## Assessment

Refer to page 10-11.

## SWL 1 Business Services

**Value: 0.5**

### Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

### Unit Description

This half unit is designed to provide an opportunity for students to undertake an on the job placement in a specialised business environment in industry. Specialisation competencies undertaken at the college level should be considered when arranging suitable host employers. Subsequent placements must ensure that students are exposed to a range of experiences and employment environments.

### Specific Unit Goals

This unit should enable students to:

- consolidate learning and demonstrate competence in an industry environment
- provide evidence that can contribute to the assessment of competencies identified for this placement
- develop personal, technical and social skills to enhance their performance as an employee
- work individually and as a team member to achieve organisational goals

### Units of Competency

Teachers must use this document in conjunction with the Units of Competence from the BSB Business Services Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of Business Services environments.

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 unit must be delivered and assessed over the semester:

Code	Competency Title
BSBCMM211	Apply communication skills

The following elective competency selected to meet packaging rules must be delivered:

Code	Competency Title
BSBOPS203	Deliver a service to customers

### Certificate III in Business

No Certificate III competencies selected as requirements for this unit in the course.

**All units of competency are optional for students undertaking an M course.**

## **Assessment**

Students need to complete a minimum of 27.5 hours in a SWL Placement to obtain credit for this unit (0.5). Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor's reports, third party peer and client reports.

## **Structured Workplace Learning Assessment**

Refer to page 53.

## **Competency Based Assessment**

Refer to page 52.

## SWL 2 Business Services

**Value: 0.5**

### Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

### Unit Description

This half unit is designed to provide an opportunity for students to undertake an on the job placement in a specialised business environment in industry. Specialisation competencies undertaken at the college level should be considered when arranging suitable host employers. Subsequent placements must ensure that students are exposed to a range of experiences and employment environments.

### Specific Unit Goals

This unit should enable students to:

- consolidate learning and demonstrate competence in an industry environment
- provide evidence that can contribute to the assessment of competencies identified for this placement
- develop personal, technical and social skills to enhance their performance as an employee
- work individually and as a team member to achieve organisational goals

### Units of Competency

Teachers must use this document in conjunction with the Units of Competence from the Business Administration BSBs Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of Business Services environments.

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 unit must be delivered and assessed over the semester:

Code	Competency Title
BSBBOP201	Work Effectively in Business Environments

The following elective competency selected to meet packaging rules must be delivered:

Code	Competency Title
BSBTWK201	Work effectively with others

### Certificate III in Business

No Certificate III competencies selected as requirements for this unit in the course.

**All units of competency are optional for students undertaking an M course.**

## **Assessment**

Students need to complete a minimum of 27.5 hours in a SWL Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor's reports, third party peer and client reports.

## **Structured Workplace Learning Assessment**

Refer to page 53.

## **Competency Based Assessment**

Refer to page 52.

## 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, major, major/minor or double 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

For the Independent Study unit (if applicable), students must have studied a minimum of three standard 1.0 units from this course. An Independent study unit requires the principal's written approval and is only available to individual students in Year 12.

### 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. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Hospitality, Tourism, Music, Furnishing, Tourism, Live Production, Building and Construction.

### New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

## **Recognition of Prior Learning (RPL)**

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

## **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.

## Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

## Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

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

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

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

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

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

### **The College Course Presentation**

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

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

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Jo Lee	Canberra College
Jane Waddleton	Daramalan College
Kylie Figge	St Mary MacKillop College
Joseph Willmott	UCSSC Lake Ginninderra

## 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
identify, summarise and plan	select	main points, words, ideas in text
	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
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

#### BSB10120 - Certificate I in Workplace Skills – Modified students

Total number of units = 6

2 core units plus

4 elective units, of which:

- 2 elective units must be selected from the elective units listed below
- for the remaining 2 elective units:
  - up to 2 units may be selected from the elective units listed below
  - if not listed, up to 2 units may be selected from a Certificate I or Certificate II 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.

#### Competencies for Certificate I in Workplace Skills (M Course)

Code	Competency Title	
BSBOPS101	Use business resources	Core
BSBPEF101	Plan and prepare for work readiness	Core
<b>Electives</b>		
BSBCMM211	Apply communication skills	Elective
BSBOPS201	Work effectively in business environments	Elective
BSBOPS202	Engage with customers	Elective
BSBTEC101	Operate digital devices	Elective
FSKDIG002	Use digital technology for routine and simple workplace tasks	Elective

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.

**BSB20120 - Certificate II in Workplace Skills****Total number of units = 10****5 core units** plus**5 elective units**, of which:

- 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.

**Competencies for Certificate II in Workplace Skills**

Code	Competency Title	
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
<b>Electives</b>		
<b>Group A</b>		
BSBCRT201	Develop and apply thinking and problem solving skills	Elective
<b>Group B</b>		
BSBTEC201	Use business software applications	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
<b>Group C</b>		
BSBTWK201	Work effectively with others	Elective
BSBOPS202	Engage with customers	Elective
BSBOPS203	Deliver a service to customers <b>OR</b>	Elective
BSBOPS202	Engage with customers	Elective

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.

**BSB30120 - Certificate III in Business**

The following packaging rules apply:

**Total number of units = 13**

**6 core units** plus

**7 elective units**, of which:

- 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.

**Competencies for Certificate III in Business**

Code	Competency Title	
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
<b>Electives</b>		
<b>Group A</b>		
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
<b>Group B</b>		
BSBESB302	Develop and present business proposals	Elective
BSBPEF301	Organise personal work priorities	Elective
<b>Group D</b>		
BSBOPS304	Deliver and monitor a service to customers	Elective
<b>Group G</b>		
BSBINS302	Organise workplace information	Elective
BSBINS303	Use knowledge management systems	Elective

The units of competencies listed below may be delivered offline as part of any unit. The school must have the required scope of registration in order to deliver and assess them.

<b>BSBCRT311</b>	<b>Apply critical thinking skills in a team environment</b>	<b>Core</b>
<b>BSBPEF201</b>	<b>Support personal wellbeing in the workplace</b>	<b>Core</b>
<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>	<b>Core</b>
<b>BSBWHS311</b>	<b>Assist with maintaining workplace safety</b>	<b>Core</b>
<b>Group A</b>		
BSBTEC303	Create electronic presentations	Elective
BSBWRT311	Write simple documents	Elective
<b>Group C</b>		
BSBINS303	Use knowledge management systems	Elective

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.

## VET Competencies Mapped to Course Units

Grouping of competencies within each of the 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 any additional competencies at a higher level (eg: Cert III) listed on their scope of registration. Refer to the BSSS Policies and Procedures Manual for guidelines on flexible on-line learning.

In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

### **Please note:**

The packaging rules for the Certificate III in Business allow one elective Unit of Competence from the Certificate II in Business to be used to make up part of the Certificate III. Students undertaking a Certificate III may use a Certificate II Unit of Competence to be awarded the Certificate III.

## VET Implementation Summary

### **Please note:**

To provide colleges/schools with the opportunity to deliver a Certificate III in Business, the competencies outlined on page 48 may be delivered offline/flexibly as part of any unit. Colleges/Schools must have the required scope of registration in order to deliver and assess them.

## Course Adoption

The Business Services course may be adopted as A, A/V Vocational or M/V Modified. Students wanting to achieve a VET qualification must undertake this course as an A/V Vocational Course and meet the vocational requirements in order to achieve a vocational qualification or Statement of Attainment. The M course caters for students with mild to moderate intellectual disabilities and the M/V course caters for students with mild to moderate intellectual disabilities wanting to work towards a vocational qualification. For schools to deliver this course as a V course, they must have the relevant scope of registration and meet the standards and requirements as outlined under the Australian Quality Skills Authority the qualifications embedded into this course.

## Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

BSSS Unit Title	Competencies	
<b>Navigating the Business Environment</b> <b>1.0</b>	<b>Core</b>	
	<b>BSBCMM211</b> <b>BSBSUS211</b> <b>BSBWHS211</b>	<b>Apply communication skills</b> <b>Participate in sustainable work practices</b> <b>Contribute to the health and safety of self and others</b>
	<b>Electives</b>	
	BSBTEC201 BSBOPS203 BSBOPS202	Use business software applications Deliver a service to customers <b>OR</b> Engage with customers
	<i>These Certificate I competencies are only for students undertaking an <b>M</b> course</i>	<i>BSBCMM211</i> <i>BSBTEC101</i>
<b>Business Environment and Services</b> <b>1.0</b>	<b>Core</b>	
	<b>BSBOPS201</b> <b>BSBPEF202</b>	<b>Work effectively in business environments</b> <b>Plan and apply time management</b>
	<b>Electives</b>	
	BSBCRT201 BSBTWK201 BSBTEC202	Develop and apply thinking and problem-solving skills Work effectively with others Use digital technologies to communicate in a work environment
	<i>These Certificate I competencies are only for students undertaking an <b>M</b> course</i>	<i>BSBOPS101</i> <i>BSBOPS201</i>
<b>Implementing Best Practice in Business</b> <b>1.0</b> <i>Note: These units of competency are of a Certificate III level and may only be delivered by colleges/schools that have the required scope of registration.</i>	<b>Core</b>	
	<b>BSBTWK301</b> <b>BSBXMC301</b>	<b>Use inclusive work practices</b> <b>Engage in workplace communication</b>
	<b>Electives</b>	
	BSBTEC301 BSBWRT311	Design and produce business documents Write simple documents
<i>These Certificate I competencies are only for students undertaking an <b>M</b> course</i>	<i>FSKDIG002</i>	<i>Use digital technology for routine and simple workplace tasks</i>

<b>Business Services Pathways 1.0</b> <i>Note: These units of competency are of a Certificate III level and may only be delivered by colleges/schools that have the required scope of registration.</i>	<b>Electives</b>	
	BSBTEC302	Design and produce spreadsheets
	BSBOPS304	Deliver and monitor a service to customers
	BSBPEF301 BSBINS302	Organise personal work priorities Organise workplace information
<i>These Certificate I competencies are only for students undertaking an M course</i>	<b>BSBPEF101</b>	<b><i>Plan and prepare for work readiness</i></b>
<b>SWL 1 Business Services 0.5</b>	<b>BSBCMM211</b>	<b>Apply communication skills</b>
	BSBOPS203	Deliver a service to customers
<b>SWL 2 Business Services 0.5</b>	<b>BSBOPS201</b>	<b>Work effectively in a business environment</b>
	BSBTWK201	Work effectively with others

To provide colleges/schools with the opportunity to deliver a Certificate III in Business, the following competencies may be delivered offline as part of any unit. In order to deliver the competencies identified below, the school must have the required scope of registration. Refer to the BSSS Policies and Procedures Manual for guidelines on flexible on-line learning.

<b>BSBCRT311</b>	<b>Apply critical thinking skills in a team environment</b>
<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>
<b>BSBWHS311</b>	<b>Assist with maintaining workplace safety</b>
<b>BSBPEF201</b>	<b>Support personal wellbeing in the workplace</b>
BSBINS303	Use knowledge management systems
BSBESB302	Develop and present business proposals
BSBTEC303	Create electronic presentations

## 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.

## **Structured Workplace Learning (SWL): Assessment**

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student's work placement. Students need to complete a minimum of 27.5 hours to obtain credit for an SWL. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

## **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 G – Course Adoption

### Condition 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 to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

<b>College:</b>				
<b>Course Title:</b>	<b>Business Services</b>			
<b>Classification/s:</b>	<b>A</b>	<b>M</b>	<b>V</b>	
<b>Framework:</b>	<b>Industry and Services Framework</b>			
<b>Dates of Course Accreditation:</b>	<b>from</b>	2018	<b>to</b>	2022