



# Business Services

A / M / V

Front Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

## ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

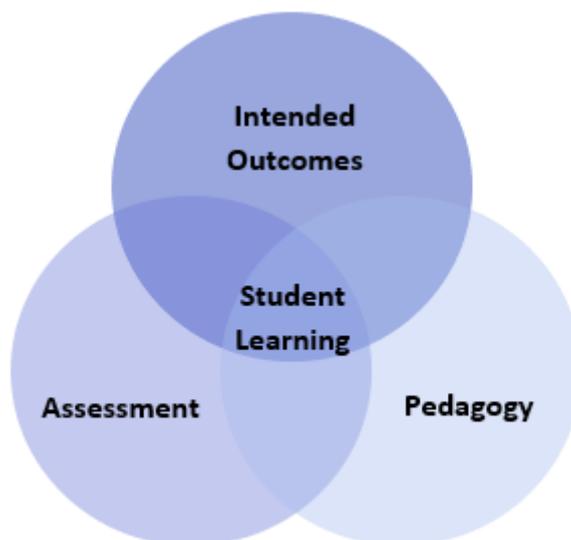
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

## Underpinning beliefs

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



## Learning Principles

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

## General Capabilities

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

The capabilities include:

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

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

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

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

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

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

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

### **Sustainability**

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

# Business Services

## A/M/V

### Rationale

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

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

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

### Goals

This course should enable students to:

- analyse industry practices, processes, and procedures
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums.

### Unit Titles

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

## Organisation of Content

### Information Management

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

### Workplace Practices

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

### Relationship Development

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

### Project Management

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

### Independent Study

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

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

## Assessment

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

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

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

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

### Assessment Criteria

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

- knowledge and understanding
- skills.

## Assessment Task Types

	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%

### 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 and 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 effective 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 effective 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 and 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 effective 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 effective 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 and Services M Course – Years 11 and 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>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>

# Information Management

**Value: 1.0**

**Information Management a**

**Value 0.5**

**Information Management b**

**Value 0.5**

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

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

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

A Course	M Course
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• apply problem solving and organisation skills to information management contexts and propose solutions</li> <li>• apply communication skills using business formats for a variety of audiences and purposes</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply literacy and numeracy skills, using industry-specific terminology in a range of tasks and settings</li> <li>• apply WHS principles and processes within simulated workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>• apply problem solving and organisation skills to simple business services tasks</li> <li>• communicates ideas using appropriate terminology independently</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply WHS principles and processes to Business Services workplace contexts</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on learning to propose, and implement strategies for future improvement</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on learning for future improvement</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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Units of Competency

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

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

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

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

**Certificate II in Workplace Skills BSB20120**

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

Code	Competency Title
	nil

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

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

**Certificate III in Business**

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

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

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

Code	Competency Title
BSBTEC302	Design and produce spreadsheets (A)

**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.

**Assessment**

Refer to pages 9-10.

## Workplace Practices

**Value: 1.0**

**Workplace Practices a**

**Value 0.5**

**Workplace Practices b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

A Course	M Course
<b>Technical knowledge</b>	
<ul style="list-style-type: none"> <li>analyse business documents', style, and characteristics to identify their purpose and apply that understanding to produce appropriate documentation, for example, formal business letters, general emails, reports, minutes, agendas</li> </ul>	<ul style="list-style-type: none"> <li>describe the features of business documents and creates business documents</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>apply problem solving skills to create options for innovation and improvement</li> <li>apply communication skills using business formats for a variety of audiences and purposes</li> <li>apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>apply literacy and numeracy skills, using industry-specific terminology in a range of tasks and settings</li> <li>apply WHS principles and processes within simulated workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>use communication and collaboration skills to complete simple tasks</li> <li>communicates ideas using appropriate terminology independently</li> <li>apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>apply WHS principles and processes to Business Services contexts</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>reflect on learning to propose, and implement strategies for future improvement</li> </ul>	<ul style="list-style-type: none"> <li>reflect on learning for future improvement</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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Units of Competency

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

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

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

**Certificate II in Workplace Skills BSB20120**

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

Code	Competency Title
	nil

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

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

**Certificate III in Business**

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

Code	Competency Title
<b>BSBTWK301</b>	<b>Use inclusive work practices</b>

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

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

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

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

**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.

**Assessment**

Refer to pages 9-10.

## Relationship Development

**Value: 1.0**

**Relationship Development a**

**Value 0.5**

**Relationship Development b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Industry, processes, and procedures</b>	
<ul style="list-style-type: none"> <li>• analyse internal and external relationship development concepts, theories, and models, for example, customer satisfaction, networking, working in teams, market research, key performance indicators</li> <li>• assess essential work habits for meeting customer service and stakeholder expectations, for example, regulatory obligations, diversity, responsiveness, codes of conduct, digital communication etiquette</li> <li>• assess relationship management professional development needs and propose plans to address learning gaps, for example, reflecting on current skills, assessing work performance, and using feedback to improve</li> </ul>	<ul style="list-style-type: none"> <li>• describe productive customer and client relationships</li> <li>• plan and prepare for own work readiness</li> </ul>

A Course	M Course
<b>Technical Knowledge</b>	
<ul style="list-style-type: none"> <li>analyse digital platforms and practices for developing and managing relationships with customers and stakeholders and apply to business services tasks, for example, organisation protocols for communication, managing shared inboxes, monitoring, and updating online information</li> </ul>	<ul style="list-style-type: none"> <li>describe digital platforms’ purposes, features and procedures</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>apply problem solving skills to create options for personal innovation and improvement</li> <li>apply communication skills using business formats for a variety of audiences and purposes</li> <li>apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>apply literacy and numeracy skills, using industry-specific terminology in a range of tasks and settings</li> <li>apply WHS principles and processes within simulated workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>use digital platforms to communicate with colleagues and clients or customers</li> <li>communicates ideas using appropriate terminology independently</li> <li>apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>apply WHS principles and processes to Business Services workplace contexts</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>reflect on learning to propose, and implement strategies for future improvement</li> </ul>	<ul style="list-style-type: none"> <li>reflects on learning for future improvement</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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Units of Competency

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

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

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

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

### Certificate II in Workplace Skills

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

Code	Competency Title
<b>BSBCMM211</b>	<b>Apply communication skills</b>
<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>

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

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

### Certificate III in Business

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

Code	Competency Title
<b>BSBPEF201</b>	<b>Support personal wellbeing in the workplace</b>
<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>

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

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

**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.

## Assessment

Refer to pages 9-10.

## Project Management

**Value: 1.0**

**Project Management a**

**Value 0.5**

**Project Management b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Industry, processes, and procedures</b>	
<ul style="list-style-type: none"> <li>analyse basic project management models and operational practices, for example, agile, scrum, waterfall, Kanban</li> <li>apply project management skills in a simulated workplace, for example, simulated conference, redesign of area in the workplace, career expo, develop a business report</li> <li>apply project management tools for planning and organising work within simulated work situations, for example, shared docs, shared calendars, Dropbox, Teams, and Onenote</li> </ul>	<ul style="list-style-type: none"> <li>describe a simple project and plan</li> <li>use teamwork or individual skills to follow the project plan</li> <li>use procedures for business services</li> </ul>
<b>Technical Knowledge</b>	
<ul style="list-style-type: none"> <li>analyse principles and practices of planning and organising workflows and apply business tools to support basic project management</li> </ul>	<ul style="list-style-type: none"> <li>use time management skills</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>apply problem solving skills to organisational and project management contexts for innovation and improvement</li> </ul>	<ul style="list-style-type: none"> <li>use business tools to follow procedures and plans in simulated work situations</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• apply communication skills using business formats for a variety of audiences and purposes</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply literacy and numeracy skills, using industry-specific terminology in a range of tasks and settings</li> <li>• apply WHS principles and processes within simulated workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>• communicates ideas using appropriate terminology independently</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply WHS principles and processes to Business Services workplace contexts</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on learning to propose, and implement strategies for future improvement</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on learning for future improvement</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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Units of Competency

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

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

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

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

**Certificate II in Workplace Skills BSB20120**

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

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

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

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

**Certificate III in Business**

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

Code	Competency Title
	nil

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

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

Code	Competency Title
BSBTEC201	Use business software applications (A)

**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.

**Assessment**

Refer to pages 9-10.

## Independent Study

**Value 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

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

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

A Course	M Course
<ul style="list-style-type: none"> <li>• apply communication skills using business formats for a variety of audiences and purposes</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply literacy and numeracy skills, using industry-specific terminology in a range of tasks and settings</li> <li>• apply WHS principles and processes within simulated workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>• communicates ideas using appropriate terminology independently</li> <li>• apply skills individually and/or collaboratively to a variety of business tasks to achieve work outcomes</li> <li>• apply WHS principles and processes to Business Services workplace contexts</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on learning to propose, and implement strategies for future improvement</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on learning for future improvement</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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 9-10.

## Appendix A – Implementation Guidelines

### Available course patterns

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

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

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

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

### Arrangements for students continuing study in this course

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

### Duplication of Content Rules

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

### Guidelines for Delivery

#### Program of Learning

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

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

#### Content Descriptions

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

## Half standard 0.5 units

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

## 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

Name	College
Teresa Bostle	Hawker College
Karen Hundy	St Mary MacKillop College
Jane Waddleton	Daramalan College

## Appendix C – Common Curriculum Elements

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

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

## Appendix D – Glossary of Verbs

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

## Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix F – Implementation of VET Qualifications

### VET Qualifications

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

**Total number of units = 10**

**5 core units plus**

**5 elective units**

The elective units consist of:

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

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

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

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

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

#### Competencies for BSB20120 Certificate II in Workplace Skills

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

**BSB30120 Certificate III in Business**

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

**Total number of units = 13**

**6 core units plus**

**7 elective units**

The elective units consist of:

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

for the remaining 4 elective units:

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

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

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

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

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

**Competencies for BSB30120 Certificate III in Business**

Code	Competency Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBXCM301	Engage in workplace communication	Core
<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
BSBWRT311	Write simple documents	Elective
<b>Group B</b>		
BSBPEF301	Organise personal work priorities	Elective
<b>Group D</b>		
BSBOPS304	Deliver and monitor a service to customers	Elective

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

## VET Competencies Mapped to Course Units

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

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

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

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

## VET Implementation Summary

### BSB20120 Certificate II Workplace Skills

BSSS Unit Title	Competencies	
Information Management 1.0	<b>Core</b>	
		nil
	<b>Electives</b>	
	BSBCRT311	Apply critical thinking skills in a team environment
	BSBTEC302	Design and produce spreadsheets
	BSBWHS311	Assist with maintaining workplace safety
	BSBXCM301	Engage in workplace communication
Workplace Practices 1.0	<b>Core</b>	
		nil
	<b>Electives</b>	
	BSBOPS304	Deliver and monitor a service to customers (D)
	BSBPFE301	Organise personal work priorities (B)
	BSBTEC301	Design and produce business documents (A)
	BSBTWK301	Use inclusive work practices
BSBWRT311	Write simple documents (A)	
Relationship Development 1.0	<b>Core</b>	
	<b>BSBCMM211</b>	<b>Apply communication skills</b>
	<b>BSBSUS211</b>	<b>Participate in sustainable work practices</b>
	<b>Electives</b>	
	BSBOPS203	Deliver a service to customers (C)
	BSBPFE201	Support personal wellbeing in the workplace (A)
	BSBTEC202	Use digital technologies to communicate in a work environment (B)
Project Management 1.0	<b>Core</b>	
	<b>BSBOPS201</b>	<b>Work effectively in business environments</b>
	<b>BSBPFE202</b>	<b>Plan and apply time management</b>
	<b>BSBWHS211</b>	<b>Contribute to the health and safety of self and others</b>
	<b>Electives</b>	
	BSBTEC201	Use business software applications (B)
BSBTWK201	Work effectively with others (C)	

## BSB30120 Certificate III in Business

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

## Totalised Competencies in each course unit

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

## Competency Based Assessment

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

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

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

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

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

The integrated assessment activity will require the learner to:

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

## Standards for Registered Training Organisations 2015

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

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

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

The purpose of these Standards is to:

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

To access the standards, refer to:

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

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

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

## **Guidelines for Colleges Seeking Scope**

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

## **Assessment of Certificate III Units of Competence**

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

## Appendix F – Course Adoption

### Conditions of Adoption

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

### Adoption Process

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

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

<b>College:</b>			
<b>Course Title:</b>	<b>Business Services</b>		
<b>Classification/s:</b>	<b>A</b>	<b>M</b>	<b>A/V M/V</b>
	or		
<b>Accredited From:</b>	2023		
<b>Framework:</b>	Industry and Services		