### Contents

Version control and modification history 4
Who is this Guide for? 5
What is in the Guide? 5
About training packages 6
  What is a training package? 6
  Training package development and endorsement process 7
  IBSA’s Training Package Development Process 8
Who can deliver and assess a qualification? 9
Overview of BSB Business Services Training Package 11
  About the Business Services industry 11
  Qualifications, skill sets and units of competency 15
  Mapping to previous version of the training package 15
  Sectors in the Business Services Training Package 16
Implementation information 20
  Regulation and licensing implications for implementation 20
  WHS implications in the industry 22
  Requirements for assessors 22
  Entry requirements 23
  Access and equity considerations 25
  Foundation skills 26
  Identifying foundation skills 26
  Resource and equipment requirements 27
  Modes of delivery 27
  Legal considerations for learners in the workplace/on placements 30
Qualifications 31
  What is a qualification? 31
  Qualifications in the BSB Business Services Training Package version 2 31
  Qualification structure 32
  Pathways into and between qualifications 33
  Qualification pathways and occupational outcomes 33
  Selecting electives for different employment outcomes 53
Skill sets 54
  What is a skill set? 54
  Skill sets in the BSB Business Services Training Package version 2 54
  Skill set structure 55
Units of competency 56
  What is a unit of competency? 56
  Units of competency in the BSB Business Services Training Package version 2 57
  Unit of competency structure 58
  Contextualisation of units of competency by RTOs 60
Contacts and links 61
# Version control and modification history

<table>
<thead>
<tr>
<th>Version number</th>
<th>Release date</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Version 2      | January 2016 | Includes review of the following sectors:  
|                |              | • Sustainability (1 new qualification and 6 new units)  
|                |              | • Governance (1 new qualification and 9 new units)  
|                |              | • Marketing and Advertising (3 new qualifications and 12 new units)  
|                |              | • Small Business (2 new qualifications and 6 new units)  
|                |              | One new skill set to meet industry requirements:  
|                |              | • BSBSS00089 Workplace Innovation Skill Set  
|                |              | The following qualifications have been moved from CUL11 Library, Information and Cultural Services Training Package version 1 to BSB Business Services Training Package version 2 and have been updated to meet the Standards for Training Packages:  
|                |              | • CUL30111 Certificate III in Information and Cultural Services  
|                |              | • CUL40111 Certificate IV in Library, Information and Cultural Services  
|                |              | • CUL50111 Diploma of Library and Information Services  
|                |              | The following qualifications have been moved from TAE10 Training and Education Training Package version 3.4 to BSB Business Services Training Package version 2 and have been updated to meet the Standards for Training Packages:  
|                |              | • TAE70210 Graduate Certificate in Management (Learning)  
|                |              | • TAE80210 Graduate Diploma of Management (Learning)  
|                |              | Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors  
| Version 1.2    | June 2015    | Industry Skills Council (ISC) upgrade to correct typographical errors  
| Version 1.1    | April 2015   | Industry Skills Council (ISC) upgrade to correct mapping and typographical errors  

© 2016 Commonwealth of Australia
Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the Standards for Training Packages (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the BSB Business Services Training Package.

What is in the Guide?

This BSB Business Services Training Package Implementation Guide provides:

- information relevant to all training packages
- specific information and advice about the history, structure, key features and application of the BSB Business Services Training Package.

The Appendices section is provided as a separate document and contains:

- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency.

<table>
<thead>
<tr>
<th>Version number</th>
<th>Release date</th>
<th>Comments</th>
</tr>
</thead>
</table>
What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing or recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes
- may also provide support materials.

While a training package does specify workplace skills and knowledge requirements, it does not suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

Components of IBSA training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the Australian Qualifications Framework (AQF)
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF. Currently no credit arrangements exist between any IBSA training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement
- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment
- **User guides** which provide information about specific components.
Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government’s Standards for Training Packages and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012. More information about training package standards and policies is available on the Department of Education and Training website:


Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant. The following diagram demonstrates IBSAs development or review process.
### IBSA’s Training Package Development Process

- **Scoping**
  - Scoping brief, research and job role analysis
  - Targeted consultation
  - Scoping Report
  - Project Plan

- **Initial Drafting**
  - Targeted consultation with industry and other key stakeholders
  - Draft initial materials
  - Consultation Draft Materials

- **Consultation**
  - Consultation activities dependent on the scale of the project
  - For example: workshops, email correspondence, phone consultations, facilitated online discussions
  - Feedback

- **Final Drafting**
  - Draft final materials
  - Initial quality assurance review
  - Feedback Validation Draft

- **Industry Validation**
  - Seek industry validation of final draft; key industry support provided; peak associations; employee representatives
  - Final quality assurance review
  - Feedback Validation Draft Draft Case for Endorsement

- **Final Stakeholder Agreement**
  - Seek State Training Authority support
  - Publication of draft materials and Case for Endorsement
  - Feedback Final Agreed Draft Case for Endorsement

- **Submission**
  - Submit final product to Department of Education and Training for endorsement
  - Product is Endorsed by Department of Education and Training

- **Endorsed**
  - Publish to training.gov.au (TGA)
  - Advise relevant stakeholders of endorsement
  - Endorsed Product
Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information about national standards and standards for non-referring states can be found at:


RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

• have the necessary training and assessment competencies
• have the relevant vocational competencies at least to the level being delivered or assessed
• can demonstrate current industry skills directly relevant to the training/assessment being delivered
• continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

Check for specific assessor requirements in the Assessment conditions section of the assessment requirements for the unit of competency.
<table>
<thead>
<tr>
<th>Registering body</th>
<th>Standards</th>
<th>Applicable RTOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Skills Quality Authority (ASQA)</td>
<td>Standards for Registered Training Organisations (RTOs) 2015</td>
<td>RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania. RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania.</td>
</tr>
<tr>
<td>Training Accreditation Council (WA TAC)</td>
<td>Standards for Registered Training Organisations (RTOs) 2015</td>
<td>RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).</td>
</tr>
<tr>
<td>Victorian Registration and Qualifications Authority (VRQA)</td>
<td>AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration</td>
<td>RTOs that deliver vocational education and training solely in Victoria and/or Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).</td>
</tr>
</tbody>
</table>
About the Business Services industry

The Business Services industry provides professional assistance to other organisations. Assistance provided includes strategic, technical and operational advice, advertising services, recruitment services and administrative services.

Since the early 1990’s, organisations offering specialist business services have been increasingly contracted by other organisations to undertake activities that had previously been conducted in-house. This outsourcing has enabled organisations across the economy to lower the cost of ancillary services and better focus on their core expertise. It should be noted that various definitions of the Business Services industry exist and an array of organisations can be classified as specialist business services organisations.

The BSB Business Services Training Package focuses not only on services for specific industry sectors such as legal services, employment services, engagement centre services, work health and safety services and marketing and advertising, but also provides administrative, business and management qualifications that are widely used across all industries.

The Healthcare and Social Assistance, Public Administration and Safety and Professional, Scientific and Technical Services industries, for example, are heavy users of the BSB Business Services Training Package because they are the biggest employers of general clerks, receptionists, office managers and program and project administrators.

The other point to note is that those who complete specialist qualifications are employed in a range of industry sectors. For example, marketing and communication managers are employed directly in the advertising and public relations sectors, but they are also employed in a variety of other industry sectors. This makes the BSB Business Services Training Package one of the most versatile training packages available.

Some of the trends impacting on key industry sectors within the Business Services Industry are outlined below. Recent updates and modifications to the training package reflect these trends.
Legal services

The legal services sector includes solicitors and barristers (public and private) and legal aid services, as well as notary, conveyancing and patent services offered by lawyers. The sector is large, and growing. There are estimated to be 18,550 businesses in Australia offering legal services.¹

Legal firms have increased outsourcing and social media use over the past five years, with specialisation and online presence becoming increasingly important. Value has become a greater priority for clients and rising demand for value-based fee structures, rather than hourly rates, has become particularly relevant for small firms.

Advancement in technology is enhancing the capabilities of virtual operations and accessibility of legal information and resources. The sector is likely to see more virtual and semi-virtual law practices popping up, offering web-based legal solutions. Larger firms are also expected to increase their outsourced workload to overseas vendors as a cost-saving measure.²

Employment services

The employment services sector provides recruitment and screening of candidates for executive and general jobs, outsourced human resource functions encompassing recruitment, training, administration, workplace safety and strategy, as well as contract and labour hire services, temporary placement services, and placement of apprentices and trainees.

The types of services in demand in this sector changes, depending on the economic environment. During periods of economic weakness, employment agencies provide more general assistance to applicants, for example, resume writing and networking assistance, and a greater level of outplacement services. Improved economic conditions bring demand for one on one career coaching and permanent placements.

A greater number of smaller and specialised providers have been entering this sector, including online providers, leading to increased competition. The expansion of major operators into new service areas, such as human resources and payroll consulting, will help drive industry growth in coming years. Demand for temporary workers from healthcare and social assistance agencies and financial services firms is expected to continue to grow. However, the outsourcing of lower skilled jobs to developing nations and the slowing of the mining boom may have negative impact on employment. An increased focus on the training side of operations, could allow employment agencies to capitalise on areas of critical skills need.³

Customer engagement centres

Customer engagement centres interact with customers or the general public on behalf of clients via telephone or another technology interface. They may be engaged to promote a client’s products and services, solicit contributions, or provide information, technical assistance or other forms of customer support. Most of the revenue in the sector comes from customer care and relationship management activities.

The major clients for the sector are organisations within the telecommunications, finance and insurance, healthcare and government industries. These industries require a high level of customer interaction, both pre- and post-sale. Retailers are also increasing their use of customer engagement centres with the transition to online shopping resulting in a growing need for customer service support.

Customer engagement centres are now offering various channels for interaction to allow customers to easily connect with an agent through mobile applications, combined with services such as call-back and web-chat.⁴ With the rise of ‘big data’, there has been increased focus on customer engagement, customer satisfaction, and data analytics. As a result customer engagement centres have improved the level of reporting on statistics and identifying actionable insights from their call activity.⁵

¹ Innovation & Business Skills Australia, Business Services Industry Environment Scan 2015, Melbourne, 2015.
Over the next five years, the sector is expected to continue feeling pressure from competition with offshore contact centres that are able to operate with lower wage costs. In order to compete many domestic businesses will look to provide high value added services, such as customer management solutions and product upselling. Operators in Australia are beginning to prioritise service quality over cheap labour in response to changing client expectations. The sector is also shifting to a cloud based work environment. This will enable the creation of large global call centres without duplicating expensive technological resources.  

**Marketing and communication**

The marketing and communication sector is concerned with helping businesses understand and communicate better with their clients. There are many sub-sectors in this industry sector. Advertising agencies tend to use broadcasting and print media, billboards and the internet to promote a client’s products or services. Market research companies conduct opinion polls and qualitative and quantitative research to help clients understand the opinions of targeted consumer groups. Public relations firms manage the communication between a client and its stakeholders in a way that promotes the client’s image and interests, including through media monitoring, press releases, public appearances, web pages, social media and special events. Many companies in the sector carry out all these functions.

A key challenge for the sector has been increasing media fragmentation driven by the emergence of digital and new media and faster internet connections. This is driving the move towards diversified marketing communications companies. It is also threatening advertising revenues. Online advertising tends not to generate as much revenue unless it is part of a larger cross-platform campaign.

An increased focus on targeted and measurable below-the-line advertising has emerged as clients look to control costs and limit ineffective advertising spending. There is a growing view that mass media advertising is a high cost method of communicating with customers and that messages may be diluted among the myriad other advertisements. Marketing and public relations firms have found ways to fill the gap at a lower cost. Social media such as blogs, discussion forums, video sharing and social networking websites have become a key avenue for communications.

**Work health and safety**

This sector assists organisations in meeting their obligations to provide safe and healthy working conditions. Work health and safety (WHS) specialist organisations provide a range of services, including training, outreach, education and assistance.

The sector is performing well in Australia due to a stronger focus on safer working conditions, along with more stringent and nationally consistent regulations. The major markets in the industry are expected to continue changing over the next few years, with a general trend away from manufacturing. Construction markets such as residential, road and bridge construction are likely to continue to support growth. Although WHS services are also required in an office environment, they tend to be less comprehensive than in heavy industries and manufacturing.

The key challenge for the sector over the medium term will be convincing businesses to invest more in risk-management aspects such as the wellbeing of their employees, as opposed to other operational activities. This would support the increasing emphasis by businesses on corporate responsibility and sustainability.

---

6 ibid

7 Innovation & Business Skills Australia, Business Services Industry Environment Scan 2015, Melbourne, 2015.
Looking to the future

The Business Services Industry has benefited from long periods of growth and as the economy strengthens and as outsourcing continues, the outlook for this industry is positive. There are a number of trends in play that will impact on most sectors in the industry coming years:

• End of the mining boom - the economy is going through a transition period as the mining boom, which has been sustaining the economy for several years, begins to slow. Business services which benefited from this expansion will need to look for new areas of revenue.
• Offshoring – the continuing drive for increased efficiency in the face of strong competitive pressures as well as advances in communication technologies and skill shortages in Australia have underpinned longer term efforts to shift parts of the internal operations of some business services organisations offshore.
• Customer engagement – efforts to increase demand for services and business sustainability by enhancing customer engagement is a key theme in the business services.
• New technologies – the cloud and mobile devices will be used progressively more as business tools. The use of software that integrates various social media platforms for use in daily business processes will enhance and extend internal and external collaboration. Data analytics is becoming integral to business processes to enhance understanding of customers and to forecast more accurately.
• Deeper global engagement - larger business services are already working closely through partnerships and collaboration with overseas companies, particularly in Asia. This will continue as businesses recognise new opportunities in emerging markets and are supported, through policy changes, to integrate more with Asia.
• End to end services – business services organisations are increasingly called upon to provide full solutions for their customers. Rather than focussing on solving a small slice of a problem, clients are looking to one service to design total business solutions and manage all aspects of design, implementation and monitoring.
• Environmental sustainability - increasingly all businesses are expected to minimise their environmental impact, particularly as the effects of climate change become clearer. Environmental sustainability practices also have benefits for businesses in terms of cost savings, energy efficiency, staff engagement and gaining a competitive edge.

Business services are responding to these trends by forging business partnerships, specialising in niche areas, employing more professionals, distributing decision making more widely within organisations, getting closer to customers through data, and harnessing the contingent workforce. These responses will all have an impact on the future skill set of the workforce.
Qualifications, skill sets and units of competency

The BSB Business Services Training Package contains:

• 66 AQF aligned qualifications
• 57 skill sets
• 627 native units of competency
• 131 imported units of competency.

Please refer to Appendix 1 for the full list of qualifications, skill sets and units of competency.

Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

• explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
• shows whether the outcomes of the previous and current versions are equivalent or not equivalent
• shows new components as well as any components removed from the training package.

Please refer to Appendix 2 for mapping information for qualifications, skill sets and units of competency for the BSB Business Services Training Package.

IBSA also recommends using the Compare Content Tool available on the training.gov.au (TGA) website for more information about specific changes. Visit https://www.youtube.com/watch?v=EjhNe3Bu0H4 to watch a video on how to use this tool.
## Sectors in the Business Services Training Package

<table>
<thead>
<tr>
<th>Broad competency fields</th>
<th>Titles for specific competency fields (alpha code)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Educational Administration (EDU)</td>
<td>Specialist units of competency developed for application in educational environments</td>
</tr>
<tr>
<td></td>
<td>General Administration (ADM)</td>
<td>Units of competency developed for application in a broad range of work environments</td>
</tr>
<tr>
<td></td>
<td>Legal Services Administration (LEG)</td>
<td>Specialist units of competency developed for application in a legal work environment</td>
</tr>
<tr>
<td></td>
<td>Medical Services Administration (MED)</td>
<td>Specialist units of competency developed for application in medical environments including doctor’s surgeries, hospitals, medical centres, hospices etc.</td>
</tr>
<tr>
<td></td>
<td>Purchasing and Contracting (PUR)</td>
<td>Specialist units of competency developed for the procurement of goods and services</td>
</tr>
<tr>
<td>Business Development</td>
<td>Advertising (ADV)</td>
<td>Specialist units of competency developed for application in an advertising work environment</td>
</tr>
<tr>
<td></td>
<td>International Business (INT)</td>
<td>Specialist units of competency developed for application in workplace environments involved in the import and/or export of goods and services</td>
</tr>
<tr>
<td></td>
<td>Marketing (MKG)</td>
<td>Specialist units of competency developed for application in planning, developing and implementing marketing strategies</td>
</tr>
<tr>
<td></td>
<td>Public Relations (PUB)</td>
<td>Specialist units of competency developed for application in public relations, fundraising and sponsorship environments</td>
</tr>
<tr>
<td></td>
<td>Sales (SLS)</td>
<td>Specialist units of competency developed for application in the sales process and in sales management</td>
</tr>
<tr>
<td>Communication</td>
<td>Interpersonal Communication (CMM)</td>
<td>Units of competency denoting the application of interpersonal skills in a range of contexts within the workplace</td>
</tr>
<tr>
<td></td>
<td>Writing (WRT)</td>
<td>Specialist units relating to the development and use of writing skills to communicate information</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>Creative Thinking (CRT)</td>
<td>Units of competency requiring the application of thought to develop concepts, ideas and constructive argument for the workplace</td>
</tr>
<tr>
<td></td>
<td>Innovation (INN)</td>
<td>Units of competency requiring the application of skills and knowledge for the development of new practices, systems and processes for the workplace</td>
</tr>
<tr>
<td>Broad competency fields</td>
<td>Titles for specific competency fields (alpha code)</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Design</td>
<td>Design Process (DES)</td>
<td>Units of competency requiring the application of skills and knowledge for the development and application of design techniques in response to workplace requirements</td>
</tr>
<tr>
<td>Finance</td>
<td>Financial Admin (FiA)</td>
<td>Units of competency applicable to financial record preparation and reporting</td>
</tr>
<tr>
<td></td>
<td>Financial Management (FIM)</td>
<td>Units of competency related to the general management of financial functions including budgets, payroll and reporting</td>
</tr>
<tr>
<td>Industry Capability</td>
<td>Continuity (CON)</td>
<td>Specialist units of competency developed for the application of planning, resourcing and managing business continuity to ensure the resilience and critical functions/objectives of the business can be maintained in the event of a disruptive occurrence</td>
</tr>
<tr>
<td></td>
<td>Industry Context (IND)</td>
<td>Units of competency providing an overview of the work requirements essential in specific workplace environments</td>
</tr>
<tr>
<td></td>
<td>Product Skills and Advice (PRO)</td>
<td>Units of competency requiring the development and application of product knowledge</td>
</tr>
<tr>
<td></td>
<td>Sustainability (SUS)</td>
<td>Specialist units of competency developed for the application of environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>Workplace Effectiveness (WOR)</td>
<td>Units of competency developed for application as core workplace skills and practices</td>
</tr>
<tr>
<td>Information and</td>
<td>E Business (EBU)</td>
<td>Specialist units of competency developed for application in e business environments</td>
</tr>
<tr>
<td>Communications</td>
<td>IT Analysis and Design (ITA)</td>
<td>Specialist units of competency developed for application in the design and analysis of computerised systems and processes</td>
</tr>
<tr>
<td>Technology</td>
<td>IT Building and Implementation (ITB)</td>
<td>Specialist units of competency developed for application in computer network environments</td>
</tr>
<tr>
<td></td>
<td>IT Support (ITS)</td>
<td>Specialist units of competency developed for application in the maintenance of business technology</td>
</tr>
<tr>
<td></td>
<td>IT Use (ITU)</td>
<td>Units of competency requiring the use of computer based hardware and software</td>
</tr>
<tr>
<td>Broad competency fields</td>
<td>Titles for specific competency fields (alpha code)</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>Information Management (INM)</td>
<td>Specialist units of competency requiring the application of a range of information management processes including computerised and non computerised systems.</td>
</tr>
<tr>
<td></td>
<td>Recordkeeping (RKG)</td>
<td>Specialist units of competency developed for the application of recordkeeping procedures and practices in a broad range of work environments.</td>
</tr>
<tr>
<td></td>
<td>Research (RES)</td>
<td>Specialist units of competency required for application in the sourcing, collection, analysis and presentation of information.</td>
</tr>
</tbody>
</table>
| Library Information Systems | Library (LIB)                              | Specialist units of competency developed for the application of library procedures and practices in a broad range of work environments:  
- Collection management  
- Exhibitions and visitor programs  
- Industry capability  
- Information literacy  
- Information management  
- Information services  
- Multimedia technology  
- Preventive conservation  
- Regulations, licensing and risk  
- Relationship management |
<p>| Management and Leadership | Frontline Management (FLM)                  | Units of competency requiring the application of team management skills within a work group. |
|                         | Franchising (FRA)                             | Specialist units of competency required for application in the establishment and management of a franchise. |
|                         | Leadership (LDR)                              | Specialist units of competency required for leadership and people management in the workplace. |
|                         | Management (MGT)                              | Specialist units of competency required for organisational development and people management in the workplace. |
|                         | Project Management (PMG)                     | Specialist units of competency required for management and direction of projects. |
|                         | Small and Micro Business (SMB)               | Specialist units of competency developed for application in managing and operating micro and small businesses. |</p>
<table>
<thead>
<tr>
<th>Broad competency fields</th>
<th>Titles for specific competency fields (alpha code)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulation, Licensing and Risk</td>
<td>Compliance (COM)</td>
<td>Specialist units of competency developed for compliance monitoring and management in a range of work environments</td>
</tr>
<tr>
<td></td>
<td>Conveyancing (CNV)</td>
<td>Specialist units of competency developed for application by conveyancers</td>
</tr>
<tr>
<td></td>
<td>Governance (GOV)</td>
<td>Specialist units of competency developed for application by company or Board directors</td>
</tr>
<tr>
<td></td>
<td>Aboriginal and Torres Strait Islander Governance (ATSI)</td>
<td>Specialist units of competency developed for application in Indigenous governance work environments</td>
</tr>
<tr>
<td></td>
<td>Work Health and Safety (WHS)</td>
<td>Specialist units of competency developed for implementing, monitoring and managing WHS in the workplace</td>
</tr>
<tr>
<td></td>
<td>Quality Auditing (AUD)</td>
<td>Specialist units of competency developed for the implementation of quality audit systems</td>
</tr>
<tr>
<td></td>
<td>Risk Management (RSK)</td>
<td>Specialist units of competency developed for application in a range of risk management contexts</td>
</tr>
<tr>
<td></td>
<td>Intellectual Property (IPR)</td>
<td>Specialist units of competency developed for the protection, management and use of intellectual property</td>
</tr>
<tr>
<td>Stakeholder Relations</td>
<td>Customer Engagement (CUE)</td>
<td>Specialist units of competency developed for application in a customer engagement centre environment</td>
</tr>
<tr>
<td></td>
<td>Customer Service (CUS)</td>
<td>Specialist units of competency developed for the application of customer service skills</td>
</tr>
<tr>
<td></td>
<td>Relationship Management (REL)</td>
<td>Specialist units of competency associated with the development of client relationships and business networks</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>Diversity (DIV)</td>
<td>Specialist units of competency required for the development of a culturally sensitive workplace</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management (HRM)</td>
<td>Specialist units of competency required for the selection, induction, termination and wellbeing of staff</td>
</tr>
<tr>
<td></td>
<td>Learning and Development (LED)</td>
<td>Units of competency for application in development of the workforce</td>
</tr>
<tr>
<td></td>
<td>Recruitment and Employment Services (EMS)</td>
<td>Specialist units of competency developed for application in the provision of recruitment/employment services</td>
</tr>
<tr>
<td></td>
<td>Workplace Relations (WRK)</td>
<td>Specialist units of competency applied in workplace review processes, dealing with and through trade unions, and in a range of industrial relations contexts</td>
</tr>
</tbody>
</table>
Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the Application section of units of competency and the Qualification description section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

Information for conveyancers

Conveyancers help prepare all legal documents involved in a real estate transaction (in Western Australia, conveyancers are known as settlement agents). The following licensing, legislative and certification requirements apply to conveyancing qualifications in the BSB Business Services Training Package.

Minimum qualifications/required units of competency

Conveyancers must be either qualified legal practitioners or hold BSB52015 Diploma of Conveyancing with the following units of competency:

- BSBCNV501 Take instructions in relation to a transaction
- BSBCNV502 Read and interpret a legal document and provide advice
- BSBCNV503 Analyse and interpret legal requirements for a transaction
- BSBCNV504 Prepare legal documents
- BSBCNV505 Finalise the conveyancing transaction
- BSBCNV506 Establish and manage a trust account
- BSBLEG415 Apply the principles of contract law
- FNSACC403 Make decisions in a legal context
- FNSINC401 Apply principles of professional practice to work in the financial services industry
- plus 4 elective units.

Independent conveyancing contractors need to complete the following two sectoral units of competency to be licensed with the Business Licensing Authority

- BSBCNV601 Identify and conduct searches
- FNSORG601 Negotiate to achieve goals and manage disputes.
Relevant legislation and regulatory requirements

Legislative and regulatory requirements differ between States and Territories in Australia, and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements.

Commonwealth

- A New Tax System (Goods and Services Tax) Act 1999
- Age Discrimination Act 2004
- Anti-Money Laundering and Counter-Terrorism Financing Act 2006
- Australian Human Rights Commission Act 1986
- Australian Prudential Regulation Authority Act 1998
- Australian Securities and Investments Commission Act 2001
- Competition and Consumer Act 2010
- Corporations Act 2001
- Disability Discrimination Act 1992
- Fringe Benefits Tax Assessment Act 1986
- Income Tax Assessment Act 1997
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Tax Agent Services Act 2009
- Taxation Administration Act 1953
- Work Health and Safety Act 2011

State/Territory

- Anti-discrimination: Discrimination Act 1991 (ACT); Anti-Discrimination Act 1977 (NSW); Anti-Discrimination Act 1996 (NT); Anti-Discrimination Act 1991 (Qld); Anti-Discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA)
- Occupational health and safety: Occupational Health and Safety Act 2004 (Vic); Occupational Safety and Health Regulations 1996 (WA)
- Trustee: Trustee Act 1958 (Vic); Trustee Act 1925 (NSW); Trustee Act 1936 (SA); Trustee Act 1962 (WA); Trustee Act 1978 (Qld)

Regulatory authorities/Standards

- Australian Accounting Standards Board (AASB) Standards
- Financial Reporting Council

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Licensing requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>Conveyancers must be licensed. Compliance with the Conveyancers Licensing Act 2003 and the Conveyancing Licensing Regulation 2006.</td>
</tr>
<tr>
<td>NT</td>
<td>Conveyancers must be licensed. Compliance with the Agents Licensing Act.</td>
</tr>
<tr>
<td>SA</td>
<td>Conveyancers must be registered. Compliance with the Conveyancers Act 1994.</td>
</tr>
<tr>
<td>Vic</td>
<td>Must be licensed. Compliance with the Conveyancers Act 2006.</td>
</tr>
<tr>
<td>WA</td>
<td>Need Settlement Agents’ licence.</td>
</tr>
<tr>
<td>ACT &amp; Qld</td>
<td>No conveyancing Act. Need to hire a legal practitioner or conveyancer working within a law firm.</td>
</tr>
<tr>
<td>Tas</td>
<td>Must be licensed. Compliance with the Conveyancing Act 2004.</td>
</tr>
</tbody>
</table>
Work health and safety (WHS) implications in the industry

Work health and safety (WHS) requirements are covered either by:

• embedding requirements in the elements/performance criteria of units of competency
• including specific WHS units in qualifications.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory occupational health and safety (OHS) legislative requirements.

Requirements for assessors

Assessor requirements are identified in the Assessment conditions section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section ‘Who can deliver and assess a qualification?’ in this Guide).

As well as the requirements set by the registering body, assessors of BSBWHS402 Assist with compliance with WHS laws must hold a WHS qualification or equivalent at diploma level or higher.
Entry requirements

Generally individuals may commence a qualification as long as they have the knowledge, skills or experience required for entry. Industry feedback has determined that particular entry requirements are required to maximise the successful completion of some qualifications by learners.

The table shows those qualifications in the BSB Business Services Training Package with specific entry requirements.

<table>
<thead>
<tr>
<th>Qualification code and title</th>
<th>Entry requirements</th>
</tr>
</thead>
</table>
| BSB51315 Diploma of Work Health and Safety             | This qualification requires individual to hold core units of competency from BSB41415 Certificate IV in Work Health and Safety, or equivalent competencies. Equivalent competencies are the predecessors of the following units which have been mapped as having equivalent outcomes:  
  • BSBWHS402 Assist with compliance with WHS laws  
  • BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes  
  • BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control  
  • BSBWHS405 Contribute to implementing and maintaining WHS management systems  
  • BSBWHS406 Assist with responding to incidents |
| BSB52315 Diploma of Governance                          | Entry to this qualification is limited to those individuals who:  
  • have completed a Certificate IV in Governance  
  or  
  • provide evidence of competency in the core units required for BSB40915 Certificate IV in Governance  
  or  
  • have vocational experience in a range of environments working with boards of governance, but with no formal qualification. |
| BSB52415 Diploma of Marketing and Communication         | Entry to this qualification is limited to those individuals who have completed all core units in BSB42415 Certificate IV in Marketing and Communication. |
| BSB60615 Advanced Diploma of Work Health and Safety     | This qualification requires individuals to hold all core units of competency from BSB51315 Diploma of Work Health and Safety, or equivalent competencies. Equivalent competencies are the predecessors of the following units which have been mapped as having equivalent outcomes:  
  • BSBWHS502 Manage effective WHS consultation and participation processes  
  • BSBWHS503 Contribute to the systematic management of WHS risk  
  • BSBWHS504 Manage WHS risks  
  • BSBWHS505 Investigate WHS incidents  
  • BSBWHS506 Contribute to developing, implementing and maintaining WHS management systems |
<table>
<thead>
<tr>
<th>Qualification code and title</th>
<th>Entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB61215 Advanced Diploma of Program Management</td>
<td>Entry to this qualification is limited to those who:</td>
</tr>
<tr>
<td></td>
<td>• have completed a <em>Diploma of Project Management</em> qualification.</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.</td>
</tr>
<tr>
<td>BSB61315 Advanced Diploma of Marketing and Communication</td>
<td>Entry to this qualification is limited to those individuals who have completed all core units in BSB52415 <em>Diploma of Marketing and Communications</em> or equivalent units of competency.</td>
</tr>
<tr>
<td>BSB80215 Graduate Diploma of Strategic Leadership</td>
<td>Entry to this qualification is limited to those who:</td>
</tr>
<tr>
<td></td>
<td>• have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</td>
</tr>
<tr>
<td>BSB80315 Graduate Certificate in Leadership Diversity</td>
<td>Entry to this qualification is limited to those who:</td>
</tr>
<tr>
<td></td>
<td>• have completed a Bachelor degree in related fields of study</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have completed a Diploma or Advanced Diploma qualification in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have three years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</td>
</tr>
<tr>
<td>BSB80415 Graduate Diploma of Portfolio Management</td>
<td>Entry to this qualification is limited to those who:</td>
</tr>
<tr>
<td></td>
<td>• have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</td>
</tr>
</tbody>
</table>
Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

• age
• gender
• cultural or ethnic background
• disability
• sexuality
• language, literacy or numeracy skills
• employment status
• geographical location.

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

• ensure that training and assessment processes and methods do not disadvantage individual learners
• determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

• modifying assessment processes and techniques for learners who are located at a distance from a campus location
• checking that materials are culturally appropriate for learners and amending, as necessary
• making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

• be discussed and agreed to by the learner with a disability
• benefit the learner with a disability
• maintain the competency standards
• be reasonable to expect in a workplace.

Adjustments are not required if they could:

• cause the RTO unjustifiable hardship
• harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.
Foundation skills

Foundation skills are the non-technical skills that support an individual’s participation in the workplace, in the community and in education and training.

In this training package (and all training packages developed by IBSA) the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSfW). The skills included in these two frameworks are illustrated in the table.

<table>
<thead>
<tr>
<th>ACSF</th>
<th>CSfW</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning</td>
<td>• Navigate the world of work</td>
</tr>
<tr>
<td>• Reading</td>
<td>• Manage career and work life</td>
</tr>
<tr>
<td>• Writing</td>
<td>• Work with roles, rights and protocols</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>• Interact with others</td>
</tr>
<tr>
<td>• Numeracy</td>
<td>• Communicate for work</td>
</tr>
<tr>
<td></td>
<td>• Connect and work with others</td>
</tr>
<tr>
<td></td>
<td>• Recognise and utilise diverse perspectives</td>
</tr>
</tbody>
</table>

The five skills from the ACSF are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.

Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

• identifies applicable underpinning skills
• lists the performance criteria numbers for each skill
• describes the application of each skill in context of the performance criteria.

The five skills from the ACSF are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.
Resource and equipment requirements

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment conditions sections of assessment requirements documents.

Modes of delivery

Training and assessment in simulated environments

Units of competency in the BSB Business Services Training Package may be delivered and assessed in the workplace or in a simulated environment.

To maintain the integrity of training and assessment, RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. Quality – The work is of the standard required for entry into the industry.
2. Productivity – The work is performed within a timeframe appropriate for entry to the industry.
3. Safety – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of units of competency.
**Assessing in simulated environments**

Simulations must provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following assessment checklist can be used to make sure that some key points are considered.

### Assessment checklist

<table>
<thead>
<tr>
<th>Does the assessment allow the learner to:</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• deal with typical customers, including difficult customers and diverse types of customers?</td>
<td></td>
</tr>
<tr>
<td>• use facilities, equipment and materials that meet current industry standards?</td>
<td></td>
</tr>
<tr>
<td>• plan and prioritise multiple tasks to meet deadlines?</td>
<td></td>
</tr>
<tr>
<td>• experience the typical workflow for the industry?</td>
<td></td>
</tr>
<tr>
<td>• require adherence to service standards, workplace procedures, health and safety requirements?</td>
<td></td>
</tr>
<tr>
<td>• work with others as part of a team?</td>
<td></td>
</tr>
<tr>
<td>• consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?</td>
<td></td>
</tr>
</tbody>
</table>
Australian apprenticeships

Apprenticeships and traineeships are legally binding training arrangements, between an employer and an employee, that combine training with paid employment. Apprenticeships and traineeships are established and administered by State or Territory Training Authorities (STAs). STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites for STAs. Visit www.australianapprenticeships.gov.au for more information.

Some qualifications in the BSB Business Services Training Package may be suitable for delivery as traineeships. There are different requirements throughout Australia, so RTOs should check with their relevant State/Territory authority.

VET for secondary students

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school.

Successful completion of a VET program provides a student with a nationally recognised AQF qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in a various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work together in partnership with RTOs.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The following qualifications from the BSB Business Services Training Package may be suitable for delivery to secondary students:

- BSB10115 Certificate I in Business
- BSB20115 Certificate I in Business
- BSB20215 Certificate II in Customer Engagement
- BSB30115 Certificate III in Business
- BSB30415 Certificate III in Business Administration
- BSB31015 Certificate III in Business Administration (Legal)
- BSB31115 Certificate III in Business Administration (Medical)

RTOs are advised to check requirements with the relevant authorities in their State/Territory.
Training and assessment issues for schools

Implementation of the BSB Business Services Training Package within the school sector, while encouraged, needs to ensure:

• the currency of skills and knowledge of those who train and assess students
• access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
• comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
• current and realistic learning and assessment experiences.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.
What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to Australian Qualifications Framework (AQF) qualification types. Vocational Education & Training (VET) qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the AQF, see the AQF website: http://www.aqf.edu.au

Qualifications in the BSB Business Services Training Package version 2

Please refer to Appendix 1 for a list of qualifications.
Qualification structure

Qualifications are based on templates prescribed by the NSSC Standards for Training Packages 2012. The table explains the contents of each field for qualifications in this training package.

**Qualification code**

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed.

For example:

<table>
<thead>
<tr>
<th>Business Services Training Package</th>
<th>Example</th>
<th>This qualification was endorsed in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSB40215</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AQF level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the 2nd qualification in the sequence at this AQF level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Qualification title**

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

**Qualification description**

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

**Entry requirements**

This is an optional field that specifies any mandatory entry requirements.

**Packaging rules**

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

**Qualification mapping information**

This field specifies the code and title of any equivalent qualification.

**Links**

This field provides a link to the Companion Volume Implementation Guide.
Pathways into and between qualifications

Most BSB Business Services Training Package qualifications at diploma and advanced diploma levels cover underpinning competencies in a range of higher education programs. There are currently no national credit arrangements between qualifications in the BSB Business Services Training Package and higher education programs due to the diversity of business, commerce and accounting curriculum across universities.

Qualification pathways and occupational outcomes

A pathway is the route or course of action taken to get to a destination. A training pathway generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

• off-the-job training, e.g. attending classroom-based learning programs
• on-the-job training, e.g. apprenticeships, traineeships
• recognition of prior learning
• credit transfer.

The following information and charts explain possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.
Business/Administration

**ADVANCED DIPLOMA**

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

- **BSB60215 Advanced Diploma of Business**
  - Senior administrator
  - Senior executive

**DIPLOMA**

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

- **BSB50215 Diploma of Business**
  - Executive officer
  - Program consultant
  - Program coordinator

- **BSB50415 Diploma of Business Administration**
  - Administration manager
  - General office manager
  - Office manager

**CERTIFICATE IV**

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

- **BSB40215 Certificate IV in Business**
  - Administrator
  - Project officer

- **BSB40515 Certificate IV in Business Administration**
  - Accounts supervisor
  - Executive personal assistant
  - Office administrator
  - Project assistant

**CERTIFICATE III**

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

- **BSB30115 Certificate III in Business**
  - Customer service adviser
  - Data entry operator
  - General clerk
  - Payroll officer
  - Typist
  - Word processing operator

- **BSB30415 Certificate III in Business Administration**
  - Accounts receivable clerk
  - Accounts payable clerk
  - Clerk
  - Data entry operator
  - Junior personal assistant
  - Office administration assistant
  - Office administrator
  - Receptionist
  - Word processing operator
Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

**Certificate III**

**BSB30515 Certificate III in Business Administration (International Education)**
- Administrative assistant, international office of university
- Administrative assistant, international pastoral care services, secondary school
- Administration officer, TAFE international marketing office (offshore programs)
- Administration officer, university international education information services
- Assistant administrative officer
- Education program support worker, TAFE international education department
- Information services assistant/officer, international education office of a school
- International education agent
- Receptionist, RTO providing ELICOS
- Student recruitment and admissions assistant
- Student services officer
- Student support assistant

**BSB30915 Certificate III in Business Administration (Education)**
- Education program support worker
- School support officer
- Student services officer
- Student support assistant
- Student recruitment and admissions assistant

**BSB31015 Certificate III in Business Administration (Legal)**
- Legal receptionist

**BSB31115 Certificate III in Business Administration (Medical)**
- Medical receptionist
- Medical records clerk
- Medical secretary

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

**Certificate II**

**BSB20115 Certificate II in Business**
- Administration assistant
- Clerical worker
- Data entry operator
- Information desk clerk
- Office junior
- Receptionist

Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

**Certificate I**

**BSB10115 Certificate I in Business**
- Entry level role

**Skill Set**

**BSBS500045 Legal Transcription Skill Set**
- Legal transcriber

**BSBS500047 Medical Transcription Skill Set**
- Medical transcriber

**BSBS500089 Workplace Innovation Skill Set**
- Entry level role
- Management level role
- Senior level role
- Executive level role

© 2016 Commonwealth of Australia
# Conveyancing

<table>
<thead>
<tr>
<th>ADVANCED DIPLOMA</th>
<th>Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB61115 Advanced Diploma of Conveyancing</td>
<td>• Conveyancer - sole operator, small business practice, team member in large organisation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIPLOMA</th>
<th>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB52015 Diploma of Conveyancing</td>
<td>• Conveyancer - small business practice, team member in large organisation</td>
</tr>
</tbody>
</table>
# Customer Engagement

**ADVANCED DIPLOMA**

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
</table>
| BSB61015    | Advanced Diploma of Leadership and Management | • Area manager  
• Department manager  
• Regional manager |

**DIPLOMA**

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
</table>
| BSB50315    | Diploma of Customer Engagement            | • Analyst  
• Complex enquiry customer contact manager  
• Contact centre manager  
• Customer contact coach  
• Customer contact segment manager  
• Quality assurance officer  
• Scheduler |

**CERTIFICATE IV**

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
</table>
| BSB40315    | Certificate IV in Customer Engagement     | • Analyst  
• Complex enquiry customer contact operator  
• Contact centre team leader  
• Customer contact coach  
• Quality assurance coordinator  
• Scheduler |

**CERTIFICATE III**

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
</table>
| BSB30215    | Certificate III in Customer Engagement    | • Customer contact agent/operator  
• Customer service representative  
• Telesales representative |

**CERTIFICATE II**

Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB20215</td>
<td>Certificate II in Customer Engagement</td>
<td>• Customer contact assistant/operator</td>
</tr>
</tbody>
</table>

**SKILL SET**

Graduates at this level will have entry level knowledge and skills.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Roles</th>
</tr>
</thead>
</table>
| BSBSS00034  | Basic Customer Engagement Skill Set       | • Customer engagement staff  
• Entry level role |
## Franchising

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Course Code</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPLOMA</td>
<td>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning</td>
<td>BSB50515 Diploma of Franchising</td>
<td>• Franchisor</td>
</tr>
<tr>
<td>CERTIFICATE IV</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.</td>
<td>BSB40715 Certificate IV in Franchising</td>
<td>• Franchisee</td>
</tr>
<tr>
<td>SKILL SET</td>
<td></td>
<td>BSBSS00038 Franchising Skill Set</td>
<td>• Franchise manager</td>
</tr>
</tbody>
</table>

---
## Governance

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

<table>
<thead>
<tr>
<th>DIPLOMA</th>
<th></th>
</tr>
</thead>
</table>
| BSB50715 Diploma of Business (Governance) | Board chairperson  
Manager/senior staff member in an ATSI organisation  
Senior public servant working with ATSI boards of governance |
| BSB52315 Diploma of Governance | Board chairperson  
Manager/senior staff member in an organisation  
Senior public servant working with boards of governance |

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

<table>
<thead>
<tr>
<th>CERTIFICATE IV</th>
<th></th>
</tr>
</thead>
</table>
| BSB40915 Certificate IV in Governance | Board member  
Coordinator of quality governance |
| BSB41915 Certificate IV in Business (Governance) | Board member  
Manager/senior staff member in an ATSI organisation  
Contact officer or secretary  
Public servant working with ATSI boards of governance |

<table>
<thead>
<tr>
<th>SKILL SET</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSS00052 Small Business ATSI Corporate Governance Skill Set</td>
<td>Manager/leader in an ATSI organisation</td>
</tr>
</tbody>
</table>
| BSBSS00074 Manage Association Finances and Risk Skill Set | Association/club treasurer  
Association/club committee/board member |
| BSBSS00075 Coordinate Committee Activity Skill Set | Association/club executive office/CEO/President  
Association/club committee/board member |
| BSBSS00076 Conduct Community Liaison to Promote Association Skill Set | Association/club executive office/CEO/President  
Association/club committee/board member |
# Human Resources

## GRADUATE CERTIFICATE

**BSB43015 Graduate Certificate in Leadership Diversity**
- Human resources development (HRD) operational manager
- Workforce capability development leader

Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

## ADVANCED DIPLOMA

**BSB60915 Advanced Diploma of Management (Human Resources)**
- Human resources advisor
- Human resources and change manager
- Human resources consultant
- Human resources manager
- Senior human resources officer

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

## DIPLOMA

**BSB50915 Diploma of Human Resources Management**
- Human resources advisor
- Human resources and change manager
- Human resources consultant
- Human resources manager
- Senior human resources officer

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

## CERTIFICATE IV

**BSB41015 Certificate IV in Human Resources**
- Human resources administrator
- Human resources assistant
- Human resources coordinator
- Human resources officer

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

## SKILL SET

**BSBSS00064 Promoting Diversity Awareness in the Workplace Skill Set**
- Team leader
- Front line manager

**BSBSS00065 Implementing Policy for Diversity Skill Set**
- HR professional
- Manager

**BSBSS00066 Managing Cultural Diversity Skill Set**
- Team leader
- Front line manager

**BSBSS00067 Planning Diversity Skill Set**
- Senior manager
- Senior team leader
# International Trade

## Diploma
Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB50815 Diploma of International Business</td>
</tr>
</tbody>
</table>

- Export manager
- Import manager
- Trade manager

## Certificate IV
Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB41115 Certificate IV in International Trade</td>
</tr>
</tbody>
</table>

- Export customer service coordinator
- Importer
- Trade coordinator

## Certificate III
Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB30615 Certificate III in International Trade</td>
</tr>
</tbody>
</table>

- Export clerk
- Import clerk
- Import/export clerk

## Skill Set

### Marketing and Communication Foundation Skill Set
- Entry level role

### Marketing Elements Skill Set
- Entry level role

### Marketing Operations Skill Set
- Entry level role

### Strategic Marketing Skill Set
- Senior level marketing and communication position
# Leadership and Management

## GRADUATE DIPLOMA
Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB80215</td>
<td>Graduate Diploma of Strategic Leadership</td>
<td>Director, General manager, Senior administrator, Senior executive</td>
</tr>
<tr>
<td>IBSB80615</td>
<td>Graduate Diploma of Management (Learning)</td>
<td>Director, workforce planning and development, General manager human resources, General manager/head of school or registered training organisation (RTO), Learning and development senior consultant, Manager, learning and change management, Manager, learning and development</td>
</tr>
</tbody>
</table>

## GRADUATE CERTIFICATE
Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB80315</td>
<td>Graduate Certificate in Leadership Diversity</td>
<td>Human resources development (HRD) operational manager, Workforce planner</td>
</tr>
<tr>
<td>BSB80515</td>
<td>Graduate Certificate in Management (Learning)</td>
<td>Educational professional working within a RTO, Human resources development (HRD) operational manager, Learning and development consultant, Manager providing research or information related to career development, Organisational learning and leadership manager, RTO manager/head of department, Training manager, Workforce capability development leader, Workforce planner</td>
</tr>
</tbody>
</table>

## ADVANCED DIPLOMA
Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB61015</td>
<td>Advanced Diploma of Leadership and Management</td>
<td>Senior administrator, Senior executive</td>
</tr>
</tbody>
</table>
### Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

- **BSB51915 Diploma of Leadership and Management**
  - Manager

### Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

- **BSB42015 Certificate IV in Leadership and Management**
  - Coordinator
  - Leading hand
  - Supervisor
  - Team leader

### Skill Set

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB500033 Aspiring Supervisor Skill Set</td>
<td>Supervisor/ team leader role</td>
</tr>
<tr>
<td>BSB500040 Innovation Leadership Skill Set</td>
<td>Divisional manager</td>
</tr>
<tr>
<td>BSB500040 Innovation Leadership Skill Set</td>
<td>Manager of research</td>
</tr>
<tr>
<td>BSB500062 Workplace Supervisor Language, Literacy and Numeracy Skill Set</td>
<td>Supervisor</td>
</tr>
<tr>
<td>BSB500063 Team Leader Skill Set</td>
<td>Team leader</td>
</tr>
<tr>
<td>BSB500063 Team Leader Skill Set</td>
<td>Team manager</td>
</tr>
</tbody>
</table>
# Legal Services

**DIPLOMA**

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

**BSB42215 Diploma of Legal Services**
- Executive assistant
- Legal services support officer
- Paralegal
- Senior legal secretary

**CERTIFICATE IV**

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

**BSB42215 Certificate IV in Legal Services**
- Assistant paralegal
- Legal assistant
- Legal secretary
- Legal support officer

**CERTIFICATE III**

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

**BSB31015 Certificate III in Business Administration (Legal)**
- Clerical worker
- Data entry clerk
- Information desk clerk
- Officer junior
- Receptionist

**SKILL SET**

**BSBSS00045 Legal Transcription Skill Set**
- Legal transcriber
**Library**

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

<table>
<thead>
<tr>
<th>Diploma</th>
<th>BSB52115 Diploma of Library and Information Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Access services officer</td>
</tr>
<tr>
<td></td>
<td>- Collection development officer</td>
</tr>
<tr>
<td></td>
<td>- Digital services officer</td>
</tr>
<tr>
<td></td>
<td>- Document delivery officer</td>
</tr>
<tr>
<td></td>
<td>- Education assistant (museums and galleries)</td>
</tr>
<tr>
<td></td>
<td>- Gallery technician</td>
</tr>
<tr>
<td></td>
<td>- Information services officer</td>
</tr>
<tr>
<td></td>
<td>- Journals officer</td>
</tr>
<tr>
<td></td>
<td>- Library technician</td>
</tr>
<tr>
<td></td>
<td>- Metadata officer</td>
</tr>
<tr>
<td></td>
<td>- Museum coordinator</td>
</tr>
<tr>
<td></td>
<td>- Museum technician</td>
</tr>
<tr>
<td></td>
<td>- Preparator</td>
</tr>
<tr>
<td></td>
<td>- Regional curator</td>
</tr>
<tr>
<td></td>
<td>- Special collections officer</td>
</tr>
<tr>
<td></td>
<td>- Technical services officer</td>
</tr>
</tbody>
</table>

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

<table>
<thead>
<tr>
<th>Certificate IV</th>
<th>BSB42115 Certificate IV in Library and Information Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Arts officer</td>
</tr>
<tr>
<td></td>
<td>- Centre officer-in-charge</td>
</tr>
<tr>
<td></td>
<td>- Client services officer</td>
</tr>
<tr>
<td></td>
<td>- Curatorial assistant</td>
</tr>
<tr>
<td></td>
<td>- Digital services officer</td>
</tr>
<tr>
<td></td>
<td>- Gallery assistant/office</td>
</tr>
<tr>
<td></td>
<td>- Heritage officer</td>
</tr>
<tr>
<td></td>
<td>- Information services assistant</td>
</tr>
<tr>
<td></td>
<td>- Installation assistant</td>
</tr>
<tr>
<td></td>
<td>- Library assistant/office</td>
</tr>
<tr>
<td></td>
<td>- Museum assistant/office</td>
</tr>
</tbody>
</table>

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

<table>
<thead>
<tr>
<th>Certificate III</th>
<th>ICT31215 Certificate III in Library and Information Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Arts officer</td>
</tr>
<tr>
<td></td>
<td>- Customer service officer - galleries, libraries, archives, records, museums</td>
</tr>
<tr>
<td></td>
<td>- Gallery officer</td>
</tr>
<tr>
<td></td>
<td>- Heritage officer</td>
</tr>
<tr>
<td></td>
<td>- Library assistant/office</td>
</tr>
<tr>
<td></td>
<td>- Museum assistant/office</td>
</tr>
<tr>
<td></td>
<td>- Records officer</td>
</tr>
<tr>
<td></td>
<td>- Visitor liaison officer</td>
</tr>
</tbody>
</table>

**Skill Set**

<table>
<thead>
<tr>
<th>BSBSS00069 Archive and Keep Records Skill Set</th>
<th>Archivist</th>
<th>Recordkeeping staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSS00070 Cataloguing Skill Set</td>
<td>Resource cataloguer</td>
<td>Library cataloguer</td>
</tr>
<tr>
<td>BSBSS00071 Digitisation Skill Set</td>
<td>Collections digitiser</td>
<td></td>
</tr>
<tr>
<td>BSBSS00072 Manage Collections Skill Set</td>
<td>Small collections manager - galleries, museums, libraries</td>
<td></td>
</tr>
</tbody>
</table>
## Marketing and Communication

### Advanced Diploma

**BSB61315 Advanced Diploma of Marketing and Communication**
- Account director
- Account planning manager
- Client services director
- Client services executive
- Global, national or regional marketing manager
- Marketing strategist

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

### Diploma

**BSB52415 Diploma of Marketing and Communication**
- Account manager
- Account planner
- Advertising account manager
- Advertising creative director
- Advertising manager
- Copywriter
- Marketing manager
- Marketing team leader
- Product manager
- Public relations manager

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

### Certificate IV

**BSB42415 Certificate IV in Marketing and Communication**
- Account coordinator
- Assistant account planner
- Assistant art director
- Copywriter
- Direct marketing officer
- Marketing coordinator
- Marketing officer
- Market research assistant
- Media assistant
- Media buyer
- Media planner
- Public relations officer

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
<table>
<thead>
<tr>
<th>SKILL SET</th>
<th>BSBS500077 Marketing and Communication Foundations Skill Set</th>
<th>BSBS500078 Creative Communication Skill Set</th>
<th>BSBS500079 Digital Applications Skill Set</th>
<th>BSBS500080 Media Engagement Skill Set</th>
<th>BSBS500081 Public Relations Skill Set</th>
<th>BSBS500082 Marketing Elements Skill Set</th>
<th>BSBS500083 Marketing Operations Skill Set</th>
<th>BSBS500084 Strategic Marketing Skill Set</th>
<th>BSBS500085 Market Analysis Skill Set</th>
<th>BSBS500086 Campaign Management Skill Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entry level role</td>
<td>• Creative communications officer</td>
<td>• Digital content designer</td>
<td>• Digital content manager</td>
<td>• Media engagement officer</td>
<td>• PR manager</td>
<td>• Creative communications officer</td>
<td>• Entry level role</td>
<td>• Senior level marketing and communication role</td>
<td>• Market analyst</td>
<td>• Campaign manager</td>
</tr>
</tbody>
</table>
## Project Management

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Qualification Code</th>
<th>Qualification Name</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Diploma</strong></td>
<td>BSB80415</td>
<td>Graduate Diploma of Portfolio Management</td>
<td>• Portfolio manager&lt;br&gt;• Project director&lt;br&gt;• Project management director</td>
</tr>
<tr>
<td><strong>Advanced Diploma</strong></td>
<td>BSB61215</td>
<td>Advanced Diploma of Program Management</td>
<td>• Branch/section leader - project management&lt;br&gt;• Project manager&lt;br&gt;• Project manager - construction/health</td>
</tr>
<tr>
<td><strong>Diploma</strong></td>
<td>BSB51415</td>
<td>Diploma of Project Management</td>
<td>• Project contract manager&lt;br&gt;• Project leader&lt;br&gt;• Project manager (generic)&lt;br&gt;• Project manager (industry specific)&lt;br&gt;• Project team leader&lt;br&gt;• Project vendor manager</td>
</tr>
<tr>
<td><strong>Certificate IV</strong></td>
<td>BSB41515</td>
<td>Certificate IV in Project Management Practice</td>
<td>• Communications liaison&lt;br&gt;• Contracts officer&lt;br&gt;• Estimator and scheduler&lt;br&gt;• Project administrator&lt;br&gt;• Project analyst&lt;br&gt;• Project assistant&lt;br&gt;• Project coordinator&lt;br&gt;• Project officer&lt;br&gt;• Project records officer&lt;br&gt;• Project support&lt;br&gt;• Project team member&lt;br&gt;• Quality officer&lt;br&gt;• Small business operator</td>
</tr>
</tbody>
</table>

Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
# Purchasing

<table>
<thead>
<tr>
<th>DIPLOMA</th>
<th>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</th>
</tr>
</thead>
</table>
| BSB51515 Diploma of Purchasing | • Contract manager  
• Inventory and purchasing manager  
• Purchasing consultant  
• Purchasing coordinator  
• Purchasing manager  
• Site and purchasing coordinator |

<table>
<thead>
<tr>
<th>CERTIFICATE IV</th>
<th>Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.</th>
</tr>
</thead>
</table>
| BSB41615 Certificate IV in Purchasing | • Procurement officer  
• Purchasing assistant  
• Purchasing clerk  
• Purchasing and inventory administrator  
• Purchasing officer  
• Stock control officer |
# Recordkeeping

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Specialisations</th>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED DIPLOMA</strong></td>
<td>BSB60815 Advanced Diploma of Recordkeeping</td>
<td>• Records and information consultant • Records and information manager</td>
<td>Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.</td>
</tr>
<tr>
<td><strong>DIPLOMA</strong></td>
<td>BSB51715 Diploma of Recordkeeping</td>
<td>• Records and information coordinator • Records and information supervisor • Records and information team leader</td>
<td>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</td>
</tr>
<tr>
<td><strong>CERTIFICATE IV</strong></td>
<td>BSB41715 Certificate IV in Recordkeeping</td>
<td>• Medical records officer • Records and information clerk • Records and information officer</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.</td>
</tr>
<tr>
<td><strong>CERTIFICATE III</strong></td>
<td>BSB30815 Certificate III in Recordkeeping</td>
<td>• Administration officer • Assistant records clerk • Assistant registry officer</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.</td>
</tr>
<tr>
<td><strong>SKILL SET</strong></td>
<td>BSBSS00044 Key Recordkeeping Skill Set</td>
<td>• Recordkeeping staff</td>
<td></td>
</tr>
</tbody>
</table>
## Small Business

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Description</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPLOMA</td>
<td>Diploma of Leadership and Management</td>
<td>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</td>
<td>Manager</td>
</tr>
<tr>
<td>CERTIFICATE IV</td>
<td>Certificate IV in Small Business Management</td>
<td></td>
<td>Small business manager</td>
</tr>
<tr>
<td></td>
<td>Certificate IV in New Small Business</td>
<td></td>
<td>Small business manager</td>
</tr>
<tr>
<td>SKILL SET</td>
<td>Small Business Contracting Skill Set</td>
<td></td>
<td>Small business manager</td>
</tr>
<tr>
<td></td>
<td>Small Business Financial Management Skill Set</td>
<td></td>
<td>Small business manager, Micro-business manager (self-employed)</td>
</tr>
<tr>
<td></td>
<td>Small Business Home-Based Business Skill Set</td>
<td></td>
<td>Micro-business manager (self-employed)</td>
</tr>
<tr>
<td></td>
<td>Small Business ATSI Corporate Governance Skill Set</td>
<td></td>
<td>Small business manager (ATSI organisations)</td>
</tr>
<tr>
<td></td>
<td>Small Business Intellectual Property Skill Set</td>
<td></td>
<td>Small business manager</td>
</tr>
<tr>
<td></td>
<td>Small Business Marketing Skill Set</td>
<td></td>
<td>Small business manager</td>
</tr>
<tr>
<td></td>
<td>Small Business Operations Preparatory Skill Set</td>
<td></td>
<td>Small business manager, Micro-business manager (self-employed)</td>
</tr>
<tr>
<td></td>
<td>Small Business Preparatory Skill Set</td>
<td></td>
<td>Small business manager, Micro-business manager (self-employed)</td>
</tr>
<tr>
<td></td>
<td>Small Business Growth Skill Set</td>
<td></td>
<td>Small business manager, Micro-business manager (self-employed)</td>
</tr>
<tr>
<td></td>
<td>Small Business Survival Skill Set</td>
<td></td>
<td>Small business manager, Micro-business manager (self-employed)</td>
</tr>
</tbody>
</table>
## Work Health and Safety

**ADVANCED DIPLOMA**

**BSB60615 Advanced Diploma of Work Health and Safety**
- Senior consultant - WHS management
- WHS advisor
- WHS auditor
- WHS manager
- WHS risk officer
- WHS specialist

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

**DIPLOMA**

**BSB51315 Diploma of Work Health and Safety**
- Senior WHS officer
- WHS manager
- WHS practitioner

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

**CERTIFICATE IV**

**BSB41415 Certificate IV in Work Health and Safety**
- WHS coordinator
- WHS officer

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
Selecting electives for different employment outcomes

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

IBSA recommends that elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

- qualification level
- job role
- work outcomes
- local industry needs.
Skill sets

What is a skill set?
Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

Skill sets in the
**BSB Business Services Training Package version 2**

Please refer to Appendix 1 for a list of skill sets.
**Skill set structure**

Skill sets themselves are non-endorsed components of training packages (however, they consist of endorsed units of competency). Skill sets use a standard format developed by IBSA. The table explains the contents of each field.

<table>
<thead>
<tr>
<th><strong>Skill set code</strong></th>
<th>This is a unique code in the format: &lt;Training package code&gt; &lt;SS&gt; &lt;five digit code&gt; e.g. BSBSS00001. For example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill set name</strong></td>
<td>The title reflects the skill set outcomes.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This field explains how the skill set meets the industry need or regulatory requirement.</td>
</tr>
<tr>
<td><strong>Pathways information</strong></td>
<td>This field explains the skill set's relationship with a qualification.</td>
</tr>
<tr>
<td><strong>Suggested title and words for Statement of Attainment</strong></td>
<td>This field provides advice on a suitable title and words to use on a Statement of Attainment.</td>
</tr>
<tr>
<td><strong>Target group</strong></td>
<td>This field explains the types of individuals who will benefit from completing the skill set.</td>
</tr>
<tr>
<td><strong>Links</strong></td>
<td>This field provides a link to the Companion Volume Implementation Guide.</td>
</tr>
</tbody>
</table>
Units of competency

What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

• a specific work activity and what it involves
• particular skills (and level of skills) that are needed to perform the work activity
• conditions under which the work activity may be conducted
• knowledge and skills required to perform the work activity
• foundation skills required to perform the work activity
• how learners can show they are competent in the work activity
• performance and knowledge evidence that must be considered in assessing competency of the unit
• conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated in the unit code.
What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Units of competency in the BSB Business Services Training Package version 2

As well as native units, a range of units of competency have been imported into the BSB Business Services Training Package to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to Appendix 1 for a list of units of competency. This includes:

- units of competency native to this training package
- imported units of competency
- units of competency with prerequisites.
Unit of competency structure

Units of competency are based on templates prescribed by the NSSC Standards for Training Packages 2012. Under these Standards, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document. The tables explains the contents of each field.

Unit of competency

<table>
<thead>
<tr>
<th>Unit code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:</td>
</tr>
<tr>
<td>• the first three characters identify the training package</td>
</tr>
<tr>
<td>• the next three characters indicate the competency stream or group</td>
</tr>
<tr>
<td>• the first number indicates the AQF qualification in which the unit is first packaged</td>
</tr>
<tr>
<td>• the next two numbers identify a unit’s position in the sequence of units in that competency stream or group.</td>
</tr>
</tbody>
</table>

Example

BSBADM409

Business Services Training Package  →  Example  ←  This unit was first packaged within a Certificate IV
Administration stream  →  This is the 9th unit in the sequence in the Administration stream

<table>
<thead>
<tr>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit application</th>
</tr>
</thead>
<tbody>
<tr>
<td>This field describes how the unit is practically applied, who would typically use it and the unit of competency’s relationship to licensing, legislative or certification requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.</td>
</tr>
</tbody>
</table>
### Unit sector
This field is used to categorise units of competency in relation to industry sectors or types of work.

### Elements of competency
Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

### Performance criteria
Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

### Foundation skills
This field describes the language, literacy, numeracy and employment skills that are essential to performance.

### Range of conditions
This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement.

### Unit mapping information
This field specifies the code and title of any equivalent unit of competency.

### Links
This field provides a link to the Companion Volume Implementation Guide.
### Assessment requirements

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance evidence</strong></td>
<td>Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.</td>
</tr>
<tr>
<td><strong>Knowledge evidence</strong></td>
<td>Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.</td>
</tr>
<tr>
<td><strong>Assessment conditions</strong></td>
<td>This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.</td>
</tr>
<tr>
<td><strong>Links</strong></td>
<td>This field provides a link to the Companion Volume Implementation Guide.</td>
</tr>
</tbody>
</table>

### Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.
Contacts and links

Companion volumes/
training package
information

All IBSA Companion Volumes can be found on the IBSA website: https://ibsa.org.au/companion_volumes

Innovation and Business Skills Australia

Level 11, 176 Wellington Parade
East Melbourne Vic 3002
Tel: 03 9815 7000
Fax: 03 9815 7001
Web: www.ibsa.org.au
Email: virtual@ibsa.org.au

Department of Education and Training

These materials have been developed with funding provided by the Commonwealth of Australia through the Department of Education and Training.

General

Australian Apprenticeships
www.australianapprenticeships.gov.au

http://www.aqf.edu.au/

Australian Skills Quality Authority (ASQA)
http://www.asqa.gov.au

Industry Skills Councils
http://www.isc.org.au

TGA website, training packages

Training Accreditation Council (Western Australia)
http://www.tac.wa.gov.au

Victorian Registration and Qualifications Authority (VRQA)
State and Territory Training Authority

Australian Capital Territory

New South Wales

Northern Territory

Queensland

South Australia

Tasmania
http://www.skills.tas.gov.au/

Victoria

Western Australia
http://www.dtwd.wa.gov.au

Industry Associations

Australian Library and Information Association (ALIA)

Australia Human Resources Institute (AHRI)
https://www.ahri.com.au

Australian Institute of Management (AIM)

Australian Marketing Institute (AMI)
www.ami.org.au/
About IBSA

This Guide has been developed by Innovation and Business Skills Australia (IBSA). IBSA is a national organisation working closely with industry to identify skill needs and to develop training products and services to fill those needs.

IBSA is authorised and funded by the Australian government to produce training packages for its six industries:

- Business services
- Financial services
- Information and communication technologies
- Cultural industries
- Printing and graphic arts
- Education and training.

Visit [www.ibsa.org.au](http://www.ibsa.org.au) for more information.