COURSE INFORMATION

BSB50315 – Diploma of Customer Engagement

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

- Level 1   – Certificate I
- Level 2   – Certificate II
- Level 3   – Certificate III
- Level 4   – Certificate IV
- **Level 5   – Diploma**
- Level 6   – Advanced Diploma, Associate Degree
- Level 7   – Bachelor Degree
- Level 8   – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9   – Masters Degree
- Level 10   – Doctoral Degree

Australian Qualifications Framework Level 5: Diploma

Summary	Graduates at this level will have specialised knowledge and skills for skilled/ paraprofessional work and/or further learning.
Knowledge	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: ▪ analyse information to complete a range of activities ▪ provide and transmit solutions to sometimes complex problems. ▪ transmit information and skills to others
Application of Knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

BSB50315 – Diploma of Customer Engagement

Description

This qualification would apply to individuals with various job titles including contact centre managers, quality assurance officers, analysts, schedulers and customer contact managers.

Individuals in these roles would possess sound relationship management skills and be well-equipped to support a team. They would typically manage complex multi-channel customer interactions including training others and promoting continuous process improvements within an organisation.

Key Skills

Broadly, the Diploma of Business communicates to employers that you have demonstrated the following broad skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management and technology skills.

Further information is contained within each of the units.

Job Roles

Possible job roles relevant to this qualification include:

- contact centre manager
- customer contact segment manager
- quality assurance officer
- customer contact coach
- analyst
- scheduler
- complex enquiry customer contact manager

Pathways Information

Pathways into the qualification

Generally pathways into this qualification come from lower qualifications or vocational work spent within a business environment. Qualifications include:

- BSB40312 Certificate IV in Customer Contact or other relevant qualifications
- Vocational experience assisting in a range of support roles without a formal business qualification.

Pathways from the qualification

Pathways from this qualification include higher qualifications or senior-management level vocational work within a business environment. Qualifications include:

- BSB60407 Advanced Diploma of Management or a range of other Advanced Diploma qualifications.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units: **Ten (10)**

Comprised of: **Three (3) Core units**
                            Seven (7) elective units

To be awarded the BSB50315 - Diploma of Customer Engagement, a total number of ten (10) units must be satisfactorily completed and relevant to the work outcome, local industry requirements and the qualification level.

The following course sequence has been developed by ASTC in consultation with industry:

Duration: 12 Months

Delivery Modes: eLearning, Correspondence and Blended

Clusters	Unit Type	Unit Of Competency	Unit Description	Unit Hours	Tuition Fee	EFTSL
Cluster 1	Core	BSBMGT516	Facilitate continuous improvement	270	$7000	.24
	Elective	BSBMGT502	Manage people performance			
	Elective	BSBWOR502	Lead and manage an effective team			
Cluster 2	Elective	BSBCUS501	Manage quality customer service	285	$1000	.24
	Core	BSBCUE504	Integrate customer contact operations in the organisation			
	Elective	BSBINN502	Build and sustain an innovative work environment			
Cluster 3	Elective	BSBWHS501	Ensure a safe workplace	170	$1000	.28
	Elective	BSBWOR403	Manage stress in the workplace			
Cluster 4	Core	BSBLED501	Develop a workplace learning environment	120	$1000	.24
	Elective	BSBSLS502	Lead and manage a sales team			
			Total Hours	845	$10,000	1.0

Commencement, Completion and Census Dates

The Commencement Date, Census Date and Completion Date for your Diploma will vary depending upon the dates you enrolled with ASTC.

We aim to start your Commencement Date as close as possible to the date you receive your first Unit of material for your Diploma.

For an accurate and specific list of these dates please refer to your **Commonwealth Assistance Notice (CAN)** as issued by ASTC administration.

Alternatively, please call ASTC on **(02) 9700 9333** and ask to speak to one of our helpful administration team

Units of Competency

Below is detailed each of the individual Units of Competency in this Diploma qualification.

BSBMGT516 - Facilitate continuous improvement

Unit Descriptor

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Performance Evidence

- Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes

- address sustainability requirements

- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes

- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

BSBMGT502 - Manage people performance

Unit Descriptor

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly.

Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the Unit

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators

- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements

- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed

- reinforce excellence in performance through recognition and continuous feedback

- seek assistance from human resources specialists where appropriate

- keep records and documentation in accordance with the organisational performance management system

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- outline relevant legislative and regulatory requirements

- outline relevant awards and certified agreements

- explain performance measurement systems utilised within the organisation

- explain unlawful dismissal rules and due process

- describe staff development options and information

BSBWOR502 – Lead and manage team effectiveness

Unit Descriptor:

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:
Use leadership techniques and strategies to facilitate team cohesion and work outcomes including:

- encouraging and fostering shared understanding of purpose, roles and responsibilities

- identifying and resolving problems

- providing feedback to encourage, value and reward others

- modelling desired behaviour and practices

- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities

- establish processes to address issues and resolve performance issues

- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed

- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders

- communicate effectively with a range of stakeholders about team performance plans and team performance

- facilitate two-way flow of information between team and management relevant to team performance

- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- explain how group dynamics can support or hinder team performance

- outline strategies that can support team cohesion, participation and performance

- explain strategies for gaining consensus

- explain issue resolution strategies

BSBCUS501 – Manage quality customer service

Unit Descriptor:

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs
- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
- customer behaviour
- customer needs research
- customer relations
- ongoing product and/or service quality
- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback

BSBCUE504- Integrate customer contact operations in the organisation

Unit descriptor

This unit describes the skills and knowledge required to fully integrate customer engagement to ensure customers maintain a high profile and significance within the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the unit

This unit applies to individuals who possess a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies, and who will work closely with other members of an organisation and have a high degree of autonomy with managerial responsibility.

Performance Evidence

- Evidence of the ability to:

- analyse and document interdependencies and information flow between departments and the engagement centre

- analyse data and prepare plans to close gaps in value and service chain

- negotiate integration of market intelligence capture into operations and prepare a report in compliance with organisational policies and requirements.

- Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

- To complete the unit requirements safely and effectively, the individual must:

- evaluate analytical methods and techniques, such as:
- strengths, weaknesses, opportunities and threats (SWOT)

- balanced scorecard

- return on investment (ROI)

- economic value added

- explain compliance policies and requirements applicable to organisation

- explain corporate aims and objectives

- outline market intelligence and data-gathering principles

- outline information technology infrastructure, functionality and reporting capability

- explain organisational communication methods, including reporting lines and key personnel required to effect change.

BSBINN502 - Build and sustain an innovative work environment

Unit descriptor

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the unit

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

Establish procedures and practices that foster innovation including:

- collaborative work arrangements

- building team capacity to contribute to innovation

- providing formal and informal learning opportunities

- evaluating ideas

- celebration and promotion of innovation

- consultation

- respectful communications and sharing of ideas and feedback

- reinforcing the value of innovation to the vision and objectives of the organisation

- model ling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation

- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces

- making changes to a workspace that will encourage innovation in at least one of

    - design

    - fit-out

    - decoration

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- explain the concepts and theories of innovation and how these link to innovation in practice

- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects

- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices

- research the legislative framework that impacts on operations in the relevant workplace context

- explain how different approaches to management and leadership can support or hinder innovation

- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment

BSBWHS501 - Ensure a safe workplace

Unit Descriptor

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

NOTE: *The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace.*

Application of the Unit

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

Performance Evidence

- Evidence of the ability to:

- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping

- ensure organisational WHS compliance

- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program

- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control

- provide information and complete documentation for a WHS management system

- identify requirements for and request expert WHS advice.

- Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice

- specify relevant WHS organisational policies, procedures, programs and practices

- explain hazard identification and risk-management processes

- describe the hierarchy of risk control and how it is applied in the workplace

- specify in-house and WHS legislative reporting requirements.

BSBWOR403- Manage stress in the workplace

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to manage own stress and the stress of others stress in a team environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to the understanding and management of own stress and team stress in the workplace.

Competence in this unit requires managing own stress and managing the stress within a team by using effective strategies and initiatives to reduce stress and to improve the resilience of staff to withstand the stresses associated with a customer contact environment. This will require application of sound occupational health and safety (OHS) management in accordance with legislation and organisational policies and guidelines.

This role is undertaken by staff with managerial responsibility.

Performance Evidence

Evidence of the ability to:

- use appropriate techniques and strategies to manage own stress

- identify potential sources of fatigue or stress in the work environment

- assist team members to develop and use strategies to manage or minimise stress

- build team morale and cohesion

- monitor performance and stress levels of team members, and respond appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe signs and sources of stress and fatigue

- summarise stress management and reduction techniques

- summarise stamina management techniques

- explain the relationship between time management and stress

- explain the requirements under work health and safety (WHS) legislation to address workplace stress.

BSBLED501 - Develop a workplace learning environment

Unit Descriptor:

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
- adult learning
- coaching and mentoring
- consultation and communication
- improvement strategies
- leadership
- learning environment and learning culture
- monitoring and reviewing workplace learning
- problem identification and resolution
- record keeping and management methods
- structured learning
- work-based learning.

BSBSLS502 - Lead and manage a sales team

Unit Descriptor

This unit describes the skills and knowledge required to plan, implement, direct and evaluate sales team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Application of the Unit

This unit applies to individuals working in a supervisory or managerial sales role who provide leadership to a sales team to increase the effectiveness of their performance.

Performance Evidence

Evidence of the ability to:

- plan sales operations and resources required to attain sales objectives including:

- structure and size of sales team

- compensation methods and levels

- sales territories

- targets and performance standards

- recruit and induct personnel and provide support including :

- training, coaching and mentoring

- strategies for motivation, encouragement, recognition and reward

- modelling client-focused sales tactics

- providing constructive feedback

- establish team work structures, targets and performance standards

- allocate resources in accordance with organisational policies and procedures to support attainment of sales targets

- establish systems to monitor and evaluate performance including:

- sales volume, conversion rate data and cross-selling ratios

- legal, ethical and social conduct

- analyse performance data and take corrective action or adjust sales plans as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisation's procedures that relate to budgets and resource allocation
- explain the relevance of sales volume, conversion rate data and cross-selling ratios
- outline human resource management strategies
- outline the legislative and regulatory context of the organisation in relation to management of a sales team
- explain challenges in structuring a sales team and managing sales territories and possible strategies to address them.

Resources

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials and clear guidelines on how to complete their work and return it for assessment.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the BSB07 Business

Services Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

Assessment Tools for BSB50315 - Diploma of Customer Engagement

The assessment tools developed by ASTC for each of the ten (10) units of competency are as follows:

Clusters	Unit Type	Unit of Competency	Unit Description	AT1 Workbook Activities	AT2 Oral/Written Questions	AT3 Project
Cluster 1	Core	BSBMGT516	Facilitate continuous improvement	270	✓	✓
	Elective	BSBMGT502	Manage people performance			
	Elective	BSBWOR502	Lead and manage an effective team		✓	✓
Cluster 2	Elective	BSBCUS501	Manage quality customer service	285	✓	✓
	Core	BSBCUE504	Integrate customer contact operations in the organisation			
	Elective	BSBINN502	Build and sustain an innovative work environment		✓	✓
Cluster 3	Elective	BSBWHS501	Ensure a safe workplace	170	✓	✓
	Elective	BSBWOR403	Manage stress in the workplace		✓	✓
Cluster 4	Core	BSBLED501	Develop a workplace learning environment	120	✓	✓
	Elective	BSBSLS502	Lead and manage a sales team		✓	✓
			Total Hours	845	$10,000	1.0

Assessment Tool:	Type of assessment:	What is assessed:
Activities	**Formative assessment AT1**	The **underpinning knowledge** required to undertake the tasks, as outlined in the elements and performance criteria. Formative assessments will be completed progressively as participants work through their training. Trainer / assessors will determine how and when these activities should be completed.
Questions	**Summative assessment AT2**	**Required knowledge** – evidence collected in response to the theory questions will support participants' competence with regard to the required knowledge.
Projects	**Summative assessment AT3 PROJECT**	**Required knowledge, critical aspects for assessment** and, in some cases, **required skills** – projects will be theoretical or practical. Evidence collected in response to the project questions and activities will support the judgement of competence.

Resources required to undertake this assessment

Learners must have access to these resources:
- Copies of the activities, questions, projects nominated by the trainer / assessor (Learner Guide and Learner Workbook and Assessments)
- Relevant organisational policies, protocols and procedural documents to draw from
- An appropriate workplace, simulated workplace or prior experience in the workplace
- Resources normally used in the workplace

Assessment instructions

Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.

Learners should also undertake observable tasks that provide evidence of performance AT3 & AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.

Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner **is not to sign the declaration unless they have a clear understanding of what is expected from them.**

Legislative Information

There is no direct link between the "BSB50315 – Diploma of Customer Engagement and licensing, legislative and/or regulatory requirements."

The legislation that particularly effects participation in Vocational Education and Training includes:
Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional ProVisions) Bill 2005.
- National Vocational Education and Training Regulator Act 2011

State Based Legislation

- Education and Training Reform Act 2006
- Workers' Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- Working with Children Act 2005
- Australian National Training Authority Act 1992

General

Commonwealth Legislation

- Competition and Consumer Act 2010
- Copyright Act 1968
- Privacy Act 1988
- Sex Discrimination Act 1984
- Fair Work Act 2009
- Fair Work (Registered Organisations) Act 2009
- Privacy and confidentiality legislation
- Freedom of information legislation

State Legislation:

- Work Health and Safety Act 2011
- Contracts Review Act
- Accident Compensation Amendment Bill 2009
- Transport Accident and Accident Compensation Legislation Amendment Act 2010
- Equal Opportunity Act 2010
- The Long Service Leave Act 1992

Litigation and Legal Matters

Legislation

- Crimes Act 1900
- Civil Liability Act 2002
  - Evidence Act 1995

ACKNOWLEDGEMENT DECLARATION

(Please Sign and Return this page to Australian Salesmasters Training Co)

I acknowledge that I, _____ have read and

fully understand the contents of this Learner Handbook, which outlines the conditions of my rights

and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

_____

Signature

_____

Date

_____   _____

Name of Witness   Signature of Witness

_____

Date

Please send to any of the following:

Email: admin@thesalesmasters.com.au
Post: Attn to Administrative Team
Australian Salesmasters Training Co.

PO Box 638, Rosebery NSW 1445

Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:

VET FEE-HELP ◯   Smart and Skilled ◯   Fee Paying ◯