



AUSTRALIAN  
SALESMASTERS  
TRAINING CO  
don't blame them...TRAIN THEM!

BSB30120

Certificate III in Business



# Learner Handbook And Course Information

**...don't blame them...TRAIN THEM!**

# Table of Content

<b>WELCOME NOTE FROM THE CEO .....</b>	<b>4</b>
<b>ABOUT AUSTRALIAN SALESMASTERS TRAINING CO .....</b>	<b>5</b>
<b>OUR COMMITMENT TO YOU .....</b>	<b>5</b>
<b>YOUR TRAINING EXPERIENCE .....</b>	<b>6</b>
THE AUSTRALIAN QUALITY FRAMEWORK STANDARDS (AQF STANDARDS) .....	6
WHAT IS THE AUSTRALIAN QUALIFICATIONS FRAMEWORK? .....	6
<b>ENROLMENT .....</b>	<b>7</b>
LEARNER SELECTION REGARDING PRE-REQUISITES .....	7
FEE PAYING LEARNER.....	7
TRAINEESHIP .....	7
NSW – SMART AND SKILLED.....	8
MODE OF LEARNING .....	10
THE TRAINING PLAN .....	10
INDUCTION .....	11
LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE.....	12
<i>Language</i> .....	12
<i>Literacy</i> .....	12
<i>Numeracy</i> .....	12
LEARNER SUPPORT, WELFARE AND GUIDANCE .....	13
FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES .....	14
DISCIPLINARY ACTIONS AND OBLIGATIONS.....	14
<i>Fee Paying Learner</i> .....	15
<i>Traineeship</i> .....	15
<b>RECOGNITION OF OTHER QUALIFICATIONS/ PRIOR LEARNING .....</b>	<b>16</b>
NATIONAL RECOGNITION .....	16
RECOGNITION OF PRIOR LEARNING (RPL) POLICY .....	16
CREDIT TRANSFER POLICY.....	18
<i>Supporting Documentation</i> .....	18
<i>Assessment Process</i> .....	19
<i>The Training Manager</i> .....	19
<i>RTO Administration</i> .....	19
<i>Fees</i> .....	19
<b>POLICIES AND PROCEDURES.....</b>	<b>20</b>
PLAGIARISM AND CHEATING POLICY .....	20
<i>Detection of Plagiarism</i> .....	21
<i>Disciplinary Action</i> .....	21
<i>Copyright</i> .....	21
COMPLAINTS AND APPEALS POLICY AND PROCEDURES .....	23
<i>Complaint Smart and Skilled</i> .....	25
<i>Assessment Appeals</i> .....	26
LEGISLATIVE REQUIRMENTS .....	28
WORKPLACE HEALTH AND SAFETY POLICY .....	30
HARASSMENT AND ANTI-DISCRIMINATION POLICY .....	31
PRIVACY POLICY .....	33
GOVERNMENT FUNDED TRAINING POLICY.....	33
WORKING WITH CHILDREN POLICY.....	34
FEES AND REFUND POLICY .....	34
<i>Fee Paying Learners</i> .....	34
<i>Cancellation and Refund Policy</i> .....	34
<i>Smart and Skilled</i> .....	36
<i>Fee Base</i> .....	36

<i>Issue of Testamur (Qualification)</i> .....	37
<i>ASQA-Issued Certificates and Statements of Attainment</i> .....	37
LEARNER TRAINING RECORDS POLICY .....	40
ACCESS AND EQUITY POLICY .....	42
<b>TRAINING AND ASSESSMENT</b> .....	<b>43</b>
TRAINING AND ASSESSMENT STANDARDS .....	43
TRAINING PACKAGES .....	44
<i>Endorsed Components</i> .....	44
<i>Support Materials</i> .....	45
PATHWAY TO COMPETENCE.....	46
<b>ASSESSMENT PROCESSES</b> .....	<b>47</b>
OVERVIEW OF THE ASSESSMENT PROCESS.....	47
COMPETENCY-BASED ASSESSMENT .....	47
QUALITY ASSURANCE IN THE ASSESSMENT PROCESS .....	47
<i>Assessor’s qualifications</i> .....	47
<i>Evaluation and Audit of Assessment Process</i> .....	48
LEARNER’S GUIDELINES FOR ASSESSMENT PROCESS.....	48
EVIDENCE OF COMPETENCE GATHERED.....	48
<i>Direct evidence</i> .....	48
<i>Indirect evidence</i> .....	49
<i>Supplementary evidence</i> .....	49
EVIDENCE GATHERING.....	49
ASSESSMENT CRITERIA .....	49
ASSESSMENT GUIDELINES .....	50
ASSESSMENT METHODS .....	50
FEEDBACK .....	52
RESULTS.....	52
HANDING IN ASSESSMENTS .....	53
<i>Face-to-face Learning</i> .....	53
<i>Correspondence (Distance) Learning</i> .....	54
<i>Elearning</i> .....	54
<b>CONTACTS</b> .....	<b>58</b>
<b>DEFINITIONS</b> .....	<b>59</b>
<b>COURSE INFORMATION</b> .....	<b>60</b>
<i>Description</i> .....	61
<i>Entry Requirements</i> .....	61
<i>Packaging Rules</i> .....	61
<i>Specialisations</i> .....	62
<b>UNITS OF COMPETENCY</b> .....	64
<b>RESOURCES</b> .....	133
<b>ASSESSMENT GUIDELINES</b> .....	133
<b>ASSESSMENT IN THE PROJECT MANAGEMENT INDUSTRY</b> .....	133
<b>ASSESSMENT IN A SIMULATED ENVIRONMENT</b> .....	133
<b>ASSESSMENT TOOLS FOR BSB40920 - CERTIFICATE III IN BUSINESS</b> .....	134
<b>ACKNOWLEDGEMENT DECLARATION</b> .....	<b>138</b>

## WELCOME NOTE FROM THE CEO

Thank you for choosing the Australian Salesmasters Training Co (ASTC) to assist you in achieving your personal development goals.

Your decision to participate in a training course is a wise one, whether it will be employment-based or at your own leisure via correspondence or online. We look forward to assisting you in receiving formal recognition that is nationally recognised for the competencies you are studying or those that you already possess.

This Learner Handbook sets out a range of processes, procedures, and information for you on how best to enjoy the learning process with us.

***It is important that you read this Learner Handbook and complete the Declaration at the end of this handbook and return it to us via post, fax, or email.***

On behalf of our team at the Australian Salesmasters Training Co, I wish you an enjoyable and valuable learning experience.

**Ashraf Hanna**  
**CEO**

# ABOUT AUSTRALIAN SALESMASTERS TRAINING CO

Welcome to the Australian Salesmasters Training Co (ASTC).

ASTC is an innovative Registered Training Organisation (RTO) specialising in providing quality training and assessment in Health Services, Business, Sales, Financial Management, Warehousing, Project Management, Real Estate (Property Services) and a wide range of other qualifications.

ASTC's trainers have a long history in industry and are committed to providing quality training and assessment services. All hold the necessary training and assessment competencies as determined by the National Skills Council or its successor's accreditation.

Our trainers and assessors are highly qualified and have extensive vocational experience. We are here to support our Learners through our training programs and to ensure they have an enjoyable learning experience.

## CONTACT DETAILS

### Address:

Level 3 Suit 317  
30-40 Harcourt Parade  
Rosebery NSW 2018

### Post Address:

PO Box 638  
Rosebery NSW 1445

### Phone:

138 300  
(02) 9700 9333  
National: 1800 180 480 (free call)  
Fax: (02) 9700 8988

### Email:

Contact Learner Support  
info@astc.edu.au

### IT support:

afifi@astc.edu.au



## Our commitment to you

Australian Salesmasters is committed to bringing to you the most relevant and current training courses and materials available.

We commit to assisting you complete the training and assessments in your enrolled course. We also commit to support you, throughout your learning experience.

Where help or assistance is required, please call our team on 1300 008 880.

# YOUR TRAINING EXPERIENCE

## The Australian Quality Framework Standards (AQF STANDARDS)

You are about to become a Learner in the process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be an RTO, ASTC must ensure that it complies with the conditions of its registration throughout the period of its registration. These conditions are described within the National Vocational Education and Training Regulator Act 2011.

As an RTO ASTC must comply with the VET Quality Framework, which includes:

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)

ASTC is audited by the Australian Skills Quality Authority (ASQA) to ensure compliance to the above.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

These standards are described in more detail in the National Vocational Education and Training Regulator Act 2011, which basically confirms the right of ASQA to audit ASTC, apply penalties for non-compliance, define the requirements to retain records and other administration and operational requirements of a functioning RTO, etc.

Australian Salesmasters is RTO #6854.

Please refer to <https://www.asqa.gov.au/> for more information.

## What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are ten qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The ten qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

Information on the Characteristics of competencies and the Distinguishing Features of Learning Outcomes for qualifications under the AQF may be obtained at: [www.aqf.edu.au](http://www.aqf.edu.au).

# ENROLMENT

## LEARNER SELECTION REGARDING PRE-REQUISITES

There are pre-requisites to enrolling in some of our training programs.

Specific details of these pre-requisites are contained in individual course information documentation on our website.

If you have any questions, please discuss the course with your trainer or the Student Support Officer.

## FEE PAYING LEARNER

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

You will be provided electronically via email, or we will post to you:

- a Learner Handbook
- an Enrolment form
- training Learner Acceptance Agreement
- training Plan
- any available literature on the courses being considered and any other relevant documentation.

If fee paying, please complete the enrolment form.

## TRAINEESHIP

To enrol in one of ASTC's Government Funded courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program.

If fee paying, just complete the enrolment form.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

Our Customer Service Officer accompanied by an officer from an Australian Apprenticeship Centre will attend upon you and supply you with:

- a Learner Training Folder
- an Enrolment form
- training Plan
- traineeship documentation (as required by law from time to time refer to <http://www.australianapprenticeships.gov.au>) any available literature on the courses being considered and any other relevant documentation

## NSW – SMART AND SKILLED

Smart and Skilled is a reform of the NSW vocational education and training system. It's helping people get the skills they need to find a job and advance their careers.

Smart and Skilled provides eligible students who are resident in New South Wales with:

- an entitlement to government-subsidised training up to and including Certificate III
- government funding for higher-level courses (Certificate IV and above) in targeted priority areas.

Please refer to our website for detailed information:

[\[https://www.thesalesmasters.com.au/funding/smart-skilled/\]](https://www.thesalesmasters.com.au/funding/smart-skilled/).

### Eligibility

To be eligible for Smart and Skilled fee-free programs, you must, at the time of enrolment, be:

- an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- an eligible humanitarian visa holder, and
- living or working in NSW, and
- at least 15 years of age, and
- not enrolled in or attending secondary school

Alternatively, please refer to the Smart and Skilled website for up-to-date information [\[https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0\]](https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0)

Before or at the time of enrolment a Smart and Skilled Learner must be given a copy of the current version of the Smart and Skilled Fee Administration Policy (<https://www.training.nsw.gov.au/smartandskilled/index.html>).

Be aware of the ASTC'S policies and processes on:

- evidence required for eligibility for Smart and Skilled programs and fee exemptions and concessions where relevant
- withdrawal without penalty
- repeat attempts to complete a unit of competency
- fee refunds
- recovery of outstanding fees
- levying of participant fees

The current information related to ASTC's obligations under Smart and Skilled is located on ASTC's website: <https://www.thesalesmasters.com.au/funding/smart-skilled/>

For assistance to enrol into a Smart and Skilled program, please contact one of our Smart and Skilled enrolment officers on 138 300.

## Student Rights and Obligations Under Smart and Skilled

As a Learner receiving government-subsidised training under Smart and Skilled, you have certain rights and obligations.

You have the right to:

- expect that the quality of your training meets the standards, regulations and requirements set down by the Australian Skills Quality Authority (ASQA) and Smart and Skilled
- be informed about the collection of your personal information and be able to review and correct that information
- access your training provider's consumer protection complaints process.

Your obligations include:

- providing accurate information to the training provider
- behaving in a responsible and ethical manner.

## MODE OF LEARNING

ASTC offer the following learning modes:

- Face to face
- eLearning
- Distance (Correspondence)
- Blended

For face-to-face training, there is a set schedule to follow with a fixed completion date.

With distance learning and e-learning, you set the pace for your learning activities. These modes will help you achieve your desired result with good time management and self-motivation.

Blended mode combines the flexibility of online learning with the support of face-to-face training.

## THE TRAINING PLAN

### What is a Training Plan?

The training plan will outline who will deliver the training, and when and where you need to go to receive the structured component of the training. Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this to your ASTC trainer or ASTC Administration at any stage during the training.

### What is the purpose of a Training Plan?

The Training Plan provides detailed information on training and assessment agreed to by you, your trainer, your employer (where applicable) and ASTC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and ASTC must sign and provides a record of intent and progress during the learning process.

### What are the requirements for monitoring a Training Plan?

The details of the Training Plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the Training Plan. The Training Plan should also provide evidence that training and assessment is progressing satisfactorily, and regular visits have taken place (if applicable).

### What is to be included in the Training Plan

The training plan must specify the following:

- the competencies to be obtained
- the timeframe for achieving the competencies
- the training to be undertaken
- the delivery mode(s) to be employed
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
- who is responsible for the delivery and/or assessment of each competency
- assessment details and arrangements

- a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the training. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length or the duration of your training
- the name of the qualification to be issued
- any other specific requirements to be met in accordance with the particular training contract in question

### **Who signs the Training Plan?**

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- ASTC
- Learner/Apprentice/Trainee
- Employer (where applicable)

### **INDUCTION**

Once all Learners have completed the enrolment session, they must complete an induction program which will cover:

- introduction to the ASTC training team
- confirmation of the course to be delivered
- the training and assessment procedures, including method, format and purpose of assessment
- learner behaviour
- qualifications to be issued
- assistance with RPL process
- assessment guidelines
- payment for course
- assessment completion
- support services
- complaints procedures
- appeals procedures
- feedback
- confirmation that all the above information was provided via face to face, DVD or other methods and handouts distributed are required to be acknowledged by the training learner.

## **LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE**

Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards.

We aim at all times to provide a positive and rewarding learning experience for all of our learners. Our enrolment form asks learners to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Student Support Officer will contact the learners to discuss their requirements.

Learners must ensure that they have discussed with the Student Support Officer any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. Based on that, we will offer to any learner at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.

Where language, literacy and numeracy competency is essential for course learners, we will make every effort to ensure that learners are adequately supported to enable them to complete their training. Some examples of the type of support that we are able to offer include:

### **Language**

- Present information in small chunks
- Speak clearly, concisely and not too quickly
- Give clear instructions in a logical sequence
- Give lots of practical examples
- Encourage learners to ask questions
- Ask all questions to ensure learners understand

### **Literacy**

- Provide learners only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person
- Provide examples and models of completed tasks
- Ensure that documents and forms are written and formatted in plain English
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used

### **Numeracy**

- Ask learners to identify in words, what the exact problem is and how they might solve it
- Show learners how to do the calculations through step by step instructions and through examples of completed calculations
- Help learners to work out what math's/calculations/measurements are required to complete the task
- Encourage the use of calculators and demonstrate how to use them

We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or Numeracy.

In the event that a Learner's needs exceed our skill, we will refer the Learner to an external support provider.

Australian Council for Adult Literacy

[info@acal.edu.au](mailto:info@acal.edu.au)

Reading and Writing Hotline

P: 1300 655 506

## LEARNER SUPPORT, WELFARE AND GUIDANCE

We will assist all Learners in their efforts to complete the training programmes.

In the event that you are experiencing any difficulties with your studies, we would recommend that you see or contact your trainer, or another member of ASTC's team.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognised qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the ASTC's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed ASTC's support capacity, we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

<b>Police/Fire/Ambulance</b> Ring 000	<b>Interpreting Services (TIS):</b> P: 13 14 50
<b>Poisons Information Centre</b> 24hr advice on all exposures to poisons, medicines, plants, bites/stings P: 13 11 26	<b>National Alcohol and Other Drug</b> (24-hour counselling and information) 1800 250 015
<b>Abortion Grief Counselling</b> 1300 363 550	<b>DV Hotline (Domestic Violence support and referral)</b> P: 1800 737 732
<b>Family Drug Support</b> Information, help and support for families affected by drugs P: 1300 368 186	<b>Literacy and Numeracy Support:</b> P: 1300 363 079
<b>Lifeline</b> Crisis support and suicide prevention services P: 131 114	<b>MensLine Australia</b> for men with family and relationship concerns P: 1300 789 978
<b>Pregnancy Counselling Australia</b> Pregnancy termination alternatives and post termination counselling P: 1300 737 732	<b>Pregnancy Help Line</b> 24-hour counselling and information for pregnant women and their families P: 1300 139 313
<b>Salvation Army Salvos</b> P: 137 258	<b>Sexual Abuse and Redress Support Service</b> P: 1800 211 028

## **FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES**

ASTC recognises that not all Learners learn in the same manner, and that with an amount of “reasonable adjustments” Learners who may not study best with traditional learning and assessment methods will still achieve good results.

ASTC will make any necessary adjustments to meet the needs of a variety of Learners. The ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the Learner can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to Learners or they may include having someone record the Learner’s spoken responses to assessment questions.

ASTC undertakes to assist Learners achieve the required competency standards where it is within our ability.

Where we cannot assist a Learner, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or ASTC’s Student Support Officer.

## **DISCIPLINARY ACTIONS AND OBLIGATIONS**

ASTC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or team member is unhappy or dissatisfied with the behaviour or performance of a Learner, the trainer has the authority to:

- warn the Learner that their behaviour is unsuitable, or
- ask the Learner to leave the class, or
- immediately cancel the class.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Examples of when disciplinary action may be required to be taken include when a Learner:

- fails to attend the required minimum number of classes for any course without reasonable explanation
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner)
- brings onto or consumes on our premises any alcohol
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol
- damages or removes any property or resource of or any training venue hired by ASTC
- assaults (physically or verbally) any person or persons on the premises of or any training venue hired by ASTC
- fails to comply with any instructions given by a member of team relating to the safety of any person or persons on the premises
- exhibits any form of conduct within our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present

- colludes, plagiarises or cheats in assignments, assessments or examinations which may be detected from non-referencing of source materials, collusion with other Learners in the submission of assessment materials or by reference to the resources detailed on the ASQA Guideline Frequently asked question document
- breaches assessment guidelines
- enters any part of our premises or any other place to which Learners have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises

### **Fee Paying Learner**

When disciplinary action is taken, the Chief Executive Officer will notify the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing and a noted copy will be placed on the Learner's individual file.

### **Traineeship**

When disciplinary action is taken, the Chief Executive Officer will notify the Employer and the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner and a copy provided to the Employer. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing to the Learner and a copy provided to the Employer and a noted copy will be placed on the Learner's individual file.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

We expect that our team will maintain a professional and ethical working relationship with all other staff, management, and Learners. Any breach of our disciplinary standards will be discussed with the trainer, ASTC's Student Support Officer and CEO and the appropriate action will be taken.

## RECOGNITION OF OTHER QUALIFICATIONS/ PRIOR LEARNING

### NATIONAL RECOGNITION

We accept and recognise the outcomes of training from any other RTO or body in partnership with an RTO throughout Australia, thereby ensuring acceptance of the qualifications and statements of attainment awarded by all RTOs.

National Recognition requires ASTC to recognise and accept Australian Qualifications Framework (AQF) qualifications conferred by other registered training organisations.

Your previous study will be recognised and automatically credited towards their course where the same or equivalent units of competence have been successfully completed.

#### Procedure:

- Complete a separate application form for National Recognition available upon request
- Submit the application form AND a certified copy of an appropriate statement of attainment from another RTO.

### RECOGNITION OF PRIOR LEARNING (RPL) POLICY

All of our potential or enrolled Learners are provided with full recognition of their current skills and knowledge. We promote acknowledgement of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning [RPL] process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training, and formal education.

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held, rather than on how, when or where the learning occurred.
- Demonstrated commitment to recognising the prior learning of adults.
- Providing access to the RPL process for all potential Learners of course.
- Undertaking RPL processes which are fair to all those involved.
- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course Learners.

All Learners are offered RPL at time of the pre-enrolment contact and can elect to be considered for RPL by selecting the option available on the enrolment form. The special needs of RPL applicants are recognised by us and we will make all the necessary and reasonable adjustments [taking into account such areas as LL&N] during the RPL assessment process, where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible, and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process are to:

- minimise duplication of learning, training or skill acquisition
- allow the completion of studies in the shortest possible time
- provide clear RPL outcomes and access to further learning/training and career development
- provide quality advice and support to potential and current applicants
- conduct the RPL process only in respect to courses that we are registered to assess
- ensure that only fully qualified consultants are involved in the RPL process
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned
- recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of recognition of other qualifications
- ensure the RPL applicants of their right of appeal through the formal process
- ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

***Learners can make an application for Recognition of Prior Learning at any time during the training program.***

**Procedure:**

1. The applicant fills in the application for recognition of prior learning (exemption), as detailed in the RPL application kit.
2. Attached to the application should be:
  - a. Certified copies of the relevant qualifications, transcripts, course outlines and other academic records including the title of the module, duration (hours) of learning, results (marks and grades).
  - b. Evidence of clinical practice, as mentioned above, if exemption is sought.

Applications without presenting the relevant qualifications will not be recognised.

3. ASTC reserves the right to check and identify the original qualifications and academic records. Usually, ASTC’s Student Support Officer will interview the applicant and verify the authenticity of original documents.
4. The module(s) exemption application is finally approved by the CEO and/or the ASTC Board. The following fees apply:

Under a Traineeship:	Nil
Under Smart & Skilled:	Refer to Smart & Skilled Fee Administration Policy
Fee for Service: Payment of administrative application fee charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply	\$100
Certificate II, III, IV	\$150
Diploma, Advanced Diploma	\$250

5. The Applicant will be required to “sign off” on the approval of recognition of prior learning or disapproval from the original form will be placed on the applicant’s file and a copy given to the applicant.

An RPL application kit is available upon application and from our website.

Reference: [RPL Information Kit](#)

## **CREDIT TRANSFER POLICY**

Credit Transfer is available to all Learners enrolling in any of our training programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to the Learners on the basis of outcomes gained by a Learner through participation in courses or nationally training package qualifications with another Registered Training Provider.

Credit transfer applies when credit can be given for formal learning equivalent to the competency outcomes. This may include credit transfer based on formal learning that is outside the AQF.

We recognise the AQF qualifications and statements of attainment issued by any other RTOs.

Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

The procedure to make a Credit transfer application is as follows:

- Learner completes a separate application form
- Learner submits the application form AND supporting documentary evidence
- the Application and supporting documentation will then be determined by the Training Manager (or delegated assessor)
- the Training Manager (or delegated assessor) compares the evidence against the unit of competency (may ask for interview to clarify some points)
- the Training Manager (or delegated assessor) makes a judgement and records it on the application
- the Training Manager returns application to RTO administration with result
- RTO administration records result against Learner’s name
- RTO administration notifies Learner of result either by email or post to their recorded home address
- Learner may appeal within 30 days of notification. Please refer to Complaints and Appeals Procedure

### **Supporting Documentation**

If your previous study was a program at ASTC, you do not need to submit any supporting documentation. If your previous study was undertaken with another institution, you must submit documentation to support your application. This documentation may include:

- a certified copy of a **Statement of Attainment** for any completed VET studies
- course outlines showing content, learning outcomes and assessment requirements
- an explanation of the grading structure used.

## Assessment Process

ASTC will assess all applications for credit transfer for relevance towards the ASTC program and the currency of the learning outcomes:

- **Relevance**

To receive credit for a previously completed course that course must be equivalent in content, learning outcomes and assessment requirements to the course you wish to receive credit for.

- **Currency**

ASTC will assess your previous study for its currency to determine if the body of knowledge and practice has changed significantly. If the course content has changed significantly and the learner has not maintained sustained practice in the field of study, your application may be rejected.

## The Training Manager

- compares the evidence against the unit of competency (may ask for interview to clarify some points)
- makes a judgement and records it on the application
- returns application to RTO administration with result

## RTO Administration

- records result against your name
- notifies you of the result either by email or post to your recorded home address You may appeal within 30 days of notification.

Please refer to Assessment Appeals a Credit Transfer Application template is available upon request.

## Fees

No fees are applied to Credit Transfer



# POLICIES AND PROCEDURES

## PLAGIARISM AND CHEATING POLICY

### How do I ensure my own Academic Integrity?

You can achieve Academic Integrity by honestly submitting work that is your own. Presenting work that fails to acknowledge other people's work within yours can compromise Academic Integrity.

This includes:

- plagiarism
- cheating in an assessment
- copying or submitting whole or parts of computer files as if they are your own (e.g. web pages).

Collusion, plagiarism or cheating in assignments will not be tolerated. Your trainer will advise all Learners of the many different ways to avoid plagiarism.

It is a form of cheating, known as plagiarism, to use another's work without appropriate acknowledgment.

All work produced must acknowledge the sources of ideas presented and cite the original written work which informed it.

Plagiarism may occur in oral, written, or visual presentations. It is the presentation of the work, idea, or creation of another person, without appropriate referencing, as though it is your own.

It is also a disciplinary offence for you to allow your work to be plagiarised by another learner. You are responsible for keeping your work in a secure place.

### Plagiarism covers a variety of inappropriate behaviours, including:

- failure to properly document a source
- copying material from the internet or databases
- collusion between training learners
- purchasing pre-written or on-demand papers from the numerous paper mills and cheat sites

### You must reference the following types of information:

- thoughts, ideas, definitions, or theories
- research and other studies
- statistics
- information from the Internet, including images and media
- designs or works of art
- facts that are not common knowledge

### If you don't reference information in your work, it is assumed that:

- it's your own idea
- it's common knowledge, e.g. you wouldn't need to reference that Bendigo is in Victoria
- it's common knowledge in your field of work, e.g. you must have a forklift licence to drive a forklift.

### **To maintain Academic Integrity:**

- Make sure you understand how to reference your sources.
- Don't leave your assignments around for others to read.
- Make sure you take your discs out of the computers.
- When photocopying or making notes from texts, make sure you record all bibliographic information.
- Make sure your work clearly distinguishes between the ideas of others and your own ideas. If you're not sure how to do this, check with your Trainer about requirements for referencing.

### **Learners must not:**

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source without referencing
- quote or paraphrase material from a source without referencing

### **Detection of Plagiarism**

The following may be utilised to detect plagiarism:

- Unusual phrasings, noticeable unevenness of style (some very sophisticated sentences followed by some amateurish ones), concepts that seem too sophisticated for the level of the class, unclear or incorrect sources listed in the bibliography, a writing style or diction choice in a particular paper that seems inconsistent with that found in other samples of the Learner's writing
- Enter an unusual phrase or sentence into a standard search engine (e.g., Google, Yahoo) and to locate a match
- Holding a conference with the Learner writer and discuss the paper to determine the Learner's familiarity with his/her own paper and its concepts

### **Disciplinary Action**

Refer Discipline section of this manual.

### **Copyright**

All ASTC team members and learners must observe the following copyright regulations, a copy of which is on display near the photocopier in our Head Office.

A copyright owner is entitled to take legal action against a person who infringes his/her copyright. Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsides may infringe the copyright in that work.

Where making a copy of a work is classed as fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in that work.

It is classed as fair dealing to make a copy, for the purpose of research or study, of one or more articles on the same subject matter in a periodical publication or, in the case of any other work, of a reasonable portion of a work.

In the case of a published work that is of not less than 10 pages and is not an artistic work, 10% of the total number of pages, or one chapter, is a reasonable portion.

More extensive copying may constitute fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in sub-section 40 (2) of the Copyright Act 1968.

A copy of the Copyright Act 1968 is available for viewing upon request to the Student Support Officer.

# COMPLAINTS AND APPEALS POLICY AND PROCEDURES

## Definitions

For the purposes of this document, the following applies:

**Learner(s)** refers to all persons enrolled or seeking to enrol in a course with the Australian Salesmasters Training Co Pty Ltd.

**Complainant** refers to Learners (as defined above) who have lodged a grievance with the Australian Salesmasters Training Co Pty Ltd.

## 1. Overview

Australian Salesmasters Training Co Pty Ltd (ASTC) is committed to providing an effective, efficient, timely, fair and confidential grievance-handling procedure for all Learners. This policy covers both academic and non-academic grievances and appeals.

Academic matters include those matters which relate to learner progress, assessment, course content or awards in a VET course of study.

Non-academic matters include those matters which do not relate to learner progress, assessment, course content or awards in a course and include grievances in relation to personal information that the provider holds in relation to a Learner. Non-academic grievances tend to arise from events occurring at a provider or from decisions made by a provider.

Complainants are entitled to access the grievance procedures regardless of the location of the course at which the grievance has arisen, the Complainant's place of residence or mode of study.

This policy does not replace or modify policies or any other responsibilities that may arise under other policies, statutes, or any other law. Also, the dispute resolution procedures outlined below in this document do not circumscribe an individual's rights to pursue other legal remedies.

The ASTC complaints policy and appeals policy will:

- ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process
- be publicly available
- set out the procedure for making a complaint or requesting an appeal
- ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable, and
- provide for review by an appropriate party independent of ASTC and the Complainant or Appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

## 2. Responsibility

The Compliance Officer is responsible for the implementation of this policy and procedure and ensuring that all staff are fully trained in its operation and Learners and Complainants are made aware of its availability.

### 3. General principles

These principles, which will be adhered to by ASTC, apply to all stages of this grievance procedure:

- The Complainant and any respondent will have the opportunity to present their case at each stage of the procedure.
- The Complainant and any respondent have the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor) if they so desire.
- The Complainant and any respondent will not be discriminated against or victimised.
- At all stages of the process, discussions relating to grievances and appeals will be recorded in writing. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the Complainant and/or any respondent if requested.
- Records of all grievances will be kept for a period of five years to allow parties to the grievance appropriate access to these records. These records will be kept strictly confidential and stored at ASTC, Level 3, 30-40 Harcourt Parade, Rosebery, NSW 2018. Access to these records may be requested by writing to the Office Manager at the aforementioned address.
- A Complainant shall have access to the internal stages of this grievance procedure at no cost. Costs for an external appeal will be shared equally by ASTC and the Complainant.

### 4. Informal Grievance Procedure

Learners are encouraged initially to attempt to resolve a grievance informally by talking directly with the person concerned to resolve the problem. This step is not mandatory, and a Learner may proceed directly to the Formal Grievance Procedure.

### 5. Formal Grievance Procedure

#### 5.1 Stage One

Formal grievances should be submitted in writing on the Formal Grievance Form to the Learner Support Officer at ASTC, PO Box 638, Rosebery, NSW 1445 or by email to [info@astc.edu.au](mailto:info@astc.edu.au). The Formal Grievance Form is located on the ASTC site at <https://www.thesalesmasters.com.au/support/learner-how-to-s/>.

The Complainant is invited to include suggestions about how the grievance might be resolved. The Learner Support Officer will notify the Complainant of receipt of the grievance within 5 working days.

The Learner Support Officer will then assess the grievance, determine the outcome and advise the Complainant in writing of their decision within 10 working days. The Complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

#### 5.2 Stage Two

If the Complainant is not satisfied with the outcome of Stage One, they may lodge an appeal in writing within 20 working days of receiving the written response to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

The CEO will notify the Complainant of receipt of the appeal within 5 working days.

The Complainant's appeal will be determined by the CEO, who will conduct all necessary consultations with the Complainant and other relevant persons and make a determination of the appeal. The Complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision, within 10 working days. The Complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

### 5.3 Stage Three

If the Complainant is not satisfied with the outcome of their appeal, then an independent mediator will be sourced by ASTC through the Resolution Institute. Complainants may request that their grievance is referred to the independent mediator by writing to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

Costs of such mediation will be shared equally by ASTC and the Complainant. As a guide, the mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four-hour allocation.

If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the Australian Skills Quality Authority (ASQA). For contact details and information, please see <https://www.asqa.gov.au/about/complaints/complaints-about-training-providers>.

ASTC will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

## 6. Publication

This Learner Grievance Policy and Procedure (Academic and Non-academic) will be made available to Learners and those seeking to enrol with ASTC through publication on the website (<https://www.thesalesmasters.com.au/>).

## 7. Continuous Improvement

Any improvement arising from a learner's academic grievance or appeal will be recorded in the Continuous Improvement Register. This register will be revised by the CEO and the Program Co-ordinator (or delegated nominee) at least four times per year and will provide a report to the Board of Directors.

## 8. Record keeping and confidentiality

Records of all academic grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records upon written request to the Program Co-ordinator (or delegated nominee).

All records relating to complaints will be treated as confidential and will be covered by the Privacy Policy and Procedure.

### **Complaint Smart and Skilled**

A Learner enrolled under a Smart and Skilled funded program may contact the Smart and Skilled customer support centre to seek assistance, ask for advice, make a complaint, or provide feedback.

Learner can lodge the complaint to Smart and Skilled customer support centre or Training Services NSW by calling 1300 772 104, or if you are calling from overseas +61 2 8267 7770. Learner can also lodge a complaint to Smart and Skilled by sending a detail description of the complaint to the following email address [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au) or visit one of [Training Services NSW](#) offices.

The Smart and Skilled customer support centre can provide:

- information and advice on your rights
- support with your complaint or dispute, including:
  - a process for progressing any unresolved complaint
  - referrals to other agencies that can help with specific complaints within their scope
  - a mediation service to help you resolve your complaint with the training provider.

## Who to Contact

- Issues to do with quality of training, contact the Australian Skills Quality Authority (ASQA)  
Website: <https://www.asqa.gov.au/>
- Smart and Skilled enquiries/complaints  
Phone: 1300 772 104  
Email: [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au)
- Consumers specifically asking for a refund or similar should contact NSW Fair Trading  
Phone: 13 32 20, Monday-Friday, 8:30am to 5pm  
Website: <https://www.fairtrading.nsw.gov.au/>

## Smart and Skilled Complaints and Disputes Handling Process

Where Training Services NSW receives a complaint, the Learner is asked whether they have raised their concerns with their training provider and whether the provider has responded. If the Learner asks for further assistance, the Training Services NSW officer initially tries to resolve the issue through information and mediation.

The officer contacts the training provider and you to help you to resolve the issue. This is done by mediation – trying to get each party to understand and respect each other's points of view, negotiating over differences and discussing possible solutions.

These discussions may take place through letters, emails, telephone conferences, video conferences or face-to-face meetings. The officer then advises on the most effective solutions to resolve the complaint.

While the officer handling the complaint will do all they can to help resolve the complaint, they cannot guarantee a successful solution for you or the training provider. The officer will inform both you and the training provider when they have done all they can to assist. It's then up to you or the training provider to look for another, more formal process to resolve the dispute. View list of all [Consumer Protection contacts](#).

For more information about complaints procedure please visit [Smart and Skilled - Information for students \(nsw.gov.au\)](#), [Training Services NSW](#) website and [Students | Australian Skills Quality Authority \(ASQA\)](#).

## Assessment Appeals

An application for appeal will be considered where:

- A Learner claims a disadvantage because the Trainer did not provide a unit outline and assessment scheme
- A Learner claims disadvantage because the Trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the unit outline and assessment scheme
- A Learner claims disadvantage because assessment requirements specified by the assessment scheme were unreasonably or prejudicially applied to them
- A Learner is of the view that a clerical error has occurred in the documenting of the assessment outcome
- A Learner claims that there is a discrepancy between the practical observation and the formal assessment.

Where appropriate, the Learner should first approach the assessor concerned within 30 days of receiving the assessment result, where practicable.

Where the outcome is not satisfactory to the Learner, the Training Learner Support Officer should be contacted in writing (mail/email) by the Learner, setting out:

- the circumstances surrounding the issue
- who was involved
- why an appeal is being lodged
- any evidence, including dates and documentation
- the name of any witnesses who could support the appeal

An Appeal Form is available from ASTC Administration upon request and may be downloaded from our website.

The Board of Directors will consider the appeal, and the Learner will be notified in writing of the outcome and the reason for the decision.

If the Learner is not satisfied with the outcome, the appeal will be referred to an independent person, who is agreed to by both parties, and the Learner will have an opportunity to formally present their case.

**Reference:** Appeals Form  
Appeals Outcome Form  
Complaints Form  
Complaints Outcome Form

**Location:** QMS

## LEGISLATIVE REQUIREMENTS

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for.

This legislation is continually being updated and all our team are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au/> and

Commonwealth	<a href="http://www.comlaw.gov.au">http://www.comlaw.gov.au</a>
Queensland	<a href="http://www.legislation.qld.gov.au/OQPChome.htm">http://www.legislation.qld.gov.au/OQPChome.htm</a>
New South Wales	<a href="http://www.legislation.nsw.gov.au">http://www.legislation.nsw.gov.au</a>
Australian Capital Territory	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
South Australia	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>
Western Australia	<a href="https://legislation.wa.gov.au/">https://legislation.wa.gov.au/</a>
Tasmania	<a href="http://www.thelaw.tas.gov.au">http://www.thelaw.tas.gov.au</a>
Northern Territory	<a href="https://legislation.nt.gov.au/">https://legislation.nt.gov.au/</a>

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

### Commonwealth Legislation:

- Copyright Act 1968
- 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 1988
- National Vocational Education and Training Regulator Act 2011

### State Based Legislation:

- Education Act 1990
- Workers' Compensation Act 1987
- Children and Young Persons (Care and Protection) Act 1998 (the Care Act)
- Child Protection (Working with Children) Act 2012

Information on relevant information can also be found on the following websites:

Work Health & Safety	<a href="https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw">https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw</a>
The Australian Human Rights Commission	<a href="https://humanrights.gov.au/">https://humanrights.gov.au/</a>
NSW Department of Education and Communities	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>
Privacy Commissioner	<a href="https://www.ipc.nsw.gov.au/">https://www.ipc.nsw.gov.au/</a>



## WORKPLACE HEALTH AND SAFETY POLICY

Work Health and Safety (formerly Occupational Health and Safety) describes ASTC's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate team training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean, and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Learner safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all team and Learners to see,
- Promote an environment that is drug and alcohol free,
- Report any identified Work Health and Safety hazard to the appropriate team member as required. Fact sheets may be obtained at: <https://www.safework.nsw.gov.au/>

## HARASSMENT AND ANTI-DISCRIMINATION POLICY

ASTC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity, as set out in the Legislation. Copies of the Legislation are available on the Internet and from the Administration Office.

ASTC has a legal obligation to ensure that no member of its team or a Learner is discriminated upon on the grounds of race (colour, ethnic origin, or nationality), gender, age, disability, marital status or sexual orientation. Harassment on the grounds of race or sex will not be tolerated and may lead to disciplinary action.

At ASTC, everyone, regardless of whether they are a Learner, trainer, administration, or support team, is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited, and unacceptable behaviour that will not be tolerated.
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained.
- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support, and assistance in resolving the issue.

### Learners have the responsibility to:

- allow others to learn
- make ASTC safe by not threatening, bullying or hurting others in any way
- make the classroom safe by obeying instructions
- make ASTC safe by not bringing illegal substances or weapons into ASTC
- not steal, damage or destroy the goods of others

### Team and Learners should be aware of the following definitions:

**'Bullying'** - is an unwelcomed and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

**'Confidentiality'** - refers to information kept in trust and divulged only to those who need to know.

**'Discrimination'** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. Victimisation is also treated as another ground of discrimination.

**'Harassment'** - is any unwelcomed and uninvited comment or action that results in a person being intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**'Personnel'** - refers to all employees of ASTC.

**'Racial Harassment'** - occurs when a person is threatened, abused, insulted, or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry, or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

**'Sexual Harassment'** - is any verbal or physical sexual conduct that is unwelcomed and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

**'Victimisation'** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources or work.

### **Specific principles**

- All team members and Learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcomed, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support, and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Team members and Learners should not make any frivolous or malicious complaints. All team and Learners are expected to participate in the complaint resolution process in good faith.

Further information may be gained by accessing the publications located on the Communities and Justice NSW website:

<https://www.justice.nsw.gov.au/publications-research>

## PRIVACY POLICY

ASTC takes the privacy of our Learners very seriously and will comply with all legislative requirements.

These include the Privacy Act 1988 and Australian Privacy Principles.

If your learning is a traineeship your enrolment form provides for Learners to give permission for us to discuss your progress with your employer

In some cases, we will be required by law or required by the AQF standards to make Learner information available to others. In all other cases we ensure that we will seek the written permission of the Learner.

### 13 Australian Privacy Principles

1. open and transparent management of personal information
2. anonymity and pseudonymity
3. collection of solicited personal information
4. dealing with unsolicited personal information
5. notification of the collection of personal information
6. use or disclosure of personal information
7. direct marketing
8. cross-border disclosure of personal information
9. adoption, use or disclosure of government related identifiers
10. quality of personal information
11. security of personal information
12. access to personal information
13. correction of personal information



More information about the Australian Privacy Principles can be found at:

<https://www.oaic.gov.au/privacy/australian-privacy-principles/>

## GOVERNMENT FUNDED TRAINING POLICY

ASTC delivers government funded training programs and we will ensure that we comply with the guidelines and policies issued by the relevant Commonwealth, State or Territory regulator and/or funder responsible for these programs.

These guidelines and policies define our obligations to comply with requirements for funding of the relevant nationally accredited funded programs, including our reporting and other obligations.

## WORKING WITH CHILDREN POLICY

As we accept people under the age of 18 in our training programs, we comply with all Federal and State Working with Children legislation such as the NSW Advocate for Children and Young People Act 2014. A list of all relevant legislation is available at <https://aifs.gov.au/>

Further information on the Working with Children's Check is available from our Compliance Manager.

This effectively means, that all staff who come in contact with people under the age of 18, such as trainers, must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency such as <https://ocg.nsw.gov.au/>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

## FEES AND REFUND POLICY

### Fee Paying Learners

ASTC does not accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, ASTC may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid, which is attributable to tuition or other services yet to be delivered to the student, does not exceed **\$1,500**.

Please refer below for information regarding fees and fee invoicing.

A pro rata refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR.

We will provide all Learners with a statement that explains how the refund amount has been calculated if requested.

### Cancellation and Refund Policy

Students are advised of all applicable fees prior to enrolling in a course. Students will be issued an official receipt upon payment of fees. Students should retain this receipt.

Students should always check their enrolment and ensure they have enrolled in the correct course. If you are unsure of the course to enrol in, you should check this immediately with the Australian Salesmasters Training Co (ASTC). If you participate in and/or complete an incorrect course without checking with ASTC, no refund will be applicable. Exemptions from this will be at the sole discretion of ASTC Management.

### **Face-to-face training programs**

1. There are no refunds for cancellations less than 24 hours\* prior to commencement of the training. If you would like to transfer to another course with less than 24 hours\* notice, you will be required to pay an administration fee of 50% of the course fee.
2. For cancellations less than fourteen (14) days but more than 24 hours\* prior to the commencement of the training, there will be no refunds. The student is entitled to:
  - Transfer the course fee to another course.

3. For cancellations more than fourteen (14) days prior to the commencement of the training, the student is entitled to:
  - Transfer the course fee to another course. If the student then cancels this transferred course, no refund will apply; or
  - Request a refund. If a refund is requested, ASTC will retain a 20% administration fee of the course price.
4. If a course is cancelled by ASTC, the student is entitled to:
  - Transfer the course fee to another course; or
  - Receive a full refund of the course fee.

\* If your courses commence on a Monday, you will be required to notify ASTC on the Friday prior to the course due to ASTC's operational times.

### **Distance Education/Correspondence training programs**

- No refunds will apply after the course materials have been dispatched.

### **Online courses**

- Once you have received access to your online learning portal, no refund will apply.

ASTC reserves the right to cancel or postpone courses due to unforeseen circumstances and/or if minimum numbers of enrolments are not reached. Students will be offered a full refund for any course fee paid for the cancelled course or have their course fee credited towards another ASTC course.

### **Traineeship... New Entrants**

ASTC does not charge any fees in advance of the commencement of training. A training employer will receive an invoice in the sixth month of commencement of training with regard to traineeship delivery.

If a Learner withdraws from a course at any time after the commencement date of the course, **No Refund** will be made.

### **Traineeship... Existing Workers**

A training employer will receive an invoice on completion of the course.

A refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed, or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR under either and/or the AQF.

We will provide all training employers with a statement that explains how the refund amount has been calculated.

## **Smart and Skilled**

Smart and Skilled student fees are set for the whole qualification, rather than year-by-year, regardless of how long it takes to complete your qualification. Your student fee covers the cost of all training and assessment.

Under Smart and Skilled, students contribute towards the cost of their training through the payment of a student fee and the balance is paid as a subsidy from the government.

The Schedule of Fees for each qualification on the NSW Skills List can be accessed at [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

ASTC must charge the student the relevant fee set by the NSW Government.

ASTC will confirm what the Student Fee is once we have entered your data into the Smart and Skilled Provider Calculator.

Should a Smart and Skilled learner wish to withdraw prior to course commencement (the 'cut-off date') they will receive a full refund for any payment they have already made.

Should a Smart and Skilled learner withdraw after the course has commenced the fees paid will be calculated pro rata and any refund owing will be refunded.

Further information may be accessed on our website:

<https://www.thesalesmasters.com.au/funding/smart-skilled/>

**OR**

From the NSW Smart and Skilled website: <https://smartandskilled.nsw.gov.au/for-students/how-much-will-your-course-cost>

## **Fee Base**

Training and assessment fees for both fee paying and government funded are calculated in accordance with the Commonwealth and/ or State Government incentives which may vary and change from time to time depending on government policy. Additional information can be found on:

- <https://www.training.com.au/>
- <https://www.aapathways.com.au/>
- <https://www.studyassist.gov.au/>
- [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

Further information may be obtained by contacting the ASTC Administration team on 138 300 or the "CONTACT US" located in the top right tab on our web-homepage.

<https://www.thesalesmasters.com.au>

### **Issue of Testamur (Qualification)**

- a. Testamurs are system generated protected documents, produced to an authorised template including AQF certification documentation and is issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- b. Testamurs will be produced and issued within **30 days** of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- c. Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged, or destroyed. Any replacement testamur will be issued in the format current at the time of replacement or reissue and will state the current date of printing as well as the original date of conferral. As a consequence, signatories to the replacement testamur may be different from those on the original testamur.

If ASTC has closed, or you have lost your original copy, ASQA may be able to provide a replacement.

Before you apply for a copy of your student records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that close are required to provide ASQA with a record of all qualifications and statements of attainment issued to students
- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records
- If ASQA holds your provider's records-but not a record of your qualification or statement of attainment-ASQA can provide you with a letter, which includes a verified record of your assessment results. You may then use this record to apply to an RTO for an assessment of your eligibility to receive a statement of attainment or a qualification
- There is a **\$60** fee for the return of your records

### **ASQA-Issued Certificates and Statements of Attainment**

In exceptional circumstances, ASQA may issue a vocational education and training (VET) qualification or statement of attainment to a current or former VET student.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence. A statutory declaration regarding exceptional circumstances will be required.

ASQA will only issue a certificate or statement of attainment if satisfied you have successfully completed the qualification's requirements or units of competency. For more information, please visit: <https://www.asqa.gov.au/>

The following fees may be applied:

Training and assessment	Under a traineeship - up to \$4,000 (incl. GST)
	Fee for service – up to \$4,000 (incl. GST)
	#Fee per unit (traineeship/fee for service) \$165 (incl. GST)

# refer fee invoicing below

Cancelled Visit Fee	Under a traineeship	Nil
	Fee for service: Charged when a learner cancels or is not present at a scheduled visit and has not provided more than 24 hours notice of cancellation.	\$75.00
Learning Material Replacement Fee	Under a traineeship	Nil
	Fee for service: Charged when training learner requests replacement of learning material which has already been issued or provided.	Not Ascertainable*
Recognition of Prior Learning	Under a traineeship Smart & Skilled	Nil
	Fee for service: Payment of administrative application fee	\$100
	Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Validation Panel and a fee per module approved will apply: <ul style="list-style-type: none"> <li>- Certificate II, III, IV</li> <li>- Diploma, Advanced Diploma</li> </ul>	\$150 \$250
Reassessment of a unit of competency	Under a traineeship	Nil
	Fee for service: Charged when a training learner submits a unit of competency for reassessment which has previously been assessed as Not yet Competent on 2 prior occasions.	\$125.00
Re-Issue of Qualification	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a qualification which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided	\$35.00 \$50.00
Re-Issue of Statement of Attainment	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a Statement of Attainment which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided.	\$35.00 \$50.00

\* Items marked as “Not Ascertainable” are regarded as such due to the significant variations in place for individual training learners and individual enrolments. For those items marked as “Not Ascertainable” the training learner may request a written quote prior to the provision of the services and will not be held liable for these services until they receive a written quote.

### **Fee Invoicing**

Fees will be invoiced at:

- i. the expiration of three (3) months from the date the training plan has been finalised for those units completed, and
- ii. the balance of fees upon the expiration of fourteen days from the date of completion or
- iii. fees for units completed prior to withdrawal, cancellation or transfer excluding (i) above

## LEARNER TRAINING RECORDS POLICY

We are committed to maintaining and safeguarding the accuracy, integrity, and currency of our records without jeopardising the confidentiality of the records or our Learner's privacy. Individual Learner training records will be stored in a locked secure office area. Our electronic records are stored in "VETtrak" and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Officer will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the CEO.

The ASTC Compliance Officer is responsible to conducting a weekly back up of our computer systems to a password protected external hard drive. This backup is then taken offsite.

Our software and hardcopy systems will retain Learner results for a period of not less than 30 years.

In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

Should we be required to submit statistical data on our Learners in the future (AVETMISS), we will use the features inside our VETtrak software program.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Learner training records will be limited to those required by the AQF such as:

- trainers and assessors to access and update the records of the Learners whom they are working with,
- management team as required to ensure the smooth and efficient operation of the business,
- Officers from a Commonwealth, State or Territory body responsible for regulating and/or funding of traineeships, ASQA, or their representatives for activities required under the Standards for Registered Training Organisations,
- Employer if the Learner is a trainee

Or those required by law such as:

- People as are permitted by law to access these records (e.g. subpoena/ search warrants/ social service benefits / evidence act). Or
- Learners authorising releases of specific information to third parties in writing,
- The Learner themselves, after making application in writing. For example, Learners seeking a replacement Qualification or Statement of Attainment.

*Reference:* Participants Record Request Form

At any time, you may access your records of participation and progress. This can be ascertained in the following ways:

- You are able to ring ASTC on Ph: 138 300 and receive a copy of completed competencies which will be emailed to you within 2 working days.
- Written request to ASTC
- Refer to your Training Plan

*Reference:* Testamur Reissue Application Form

## ACCESS AND EQUITY POLICY

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote Learners.

All Learners have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socioeconomic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All Learners who met the entry requirements [if applicable] as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Some examples of our support include:

- We are able to offer Language and Literacy support to Learners who have difficulty with written or spoken English
- Equally so, we are able to support Learners with numeracy issues.
- As the qualifications are largely self-paced, we are able to accommodate the unique needs of expectant or new parents or Learners with other carer's responsibilities
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of Learners

The principles of Access and Equity are covered at our Learner induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications.

Any issues or questions regarding access and equity can be directed to ASTC's Student Support Officer.

## TRAINING AND ASSESSMENT STANDARDS

All training and assessments conducted by us will be by trainers and assessors who:

- a. have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- b. have the relevant vocational competencies at least to the level being delivered or assessed, and
- c. can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- d. continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the training environment is conducive to the success of Learners.

All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

All of our Assessments will be:

- **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,
- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Learner and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Learners. Assessment procedures will:
  - be equitable, culturally, and linguistically appropriate,
  - involve procedures in which criteria for judging performance are made clear to all Learners,
  - employ a participatory approach,
  - provide for Learners to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.

## TRAINING PACKAGES

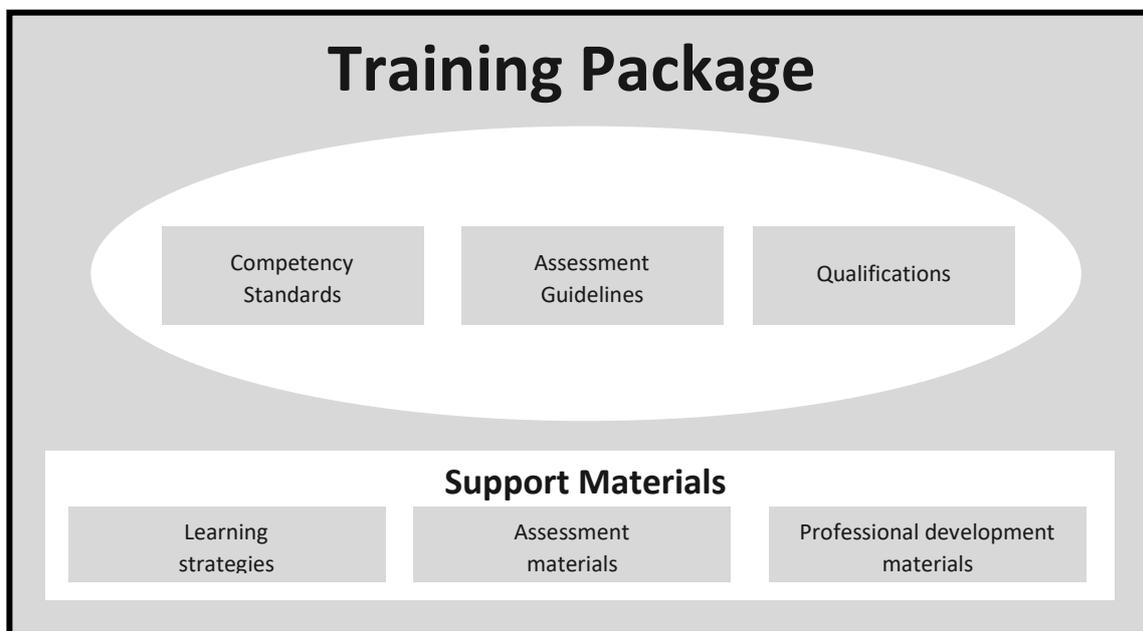
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

Under the Australian National Training System, a Training Package is something different and quite specific. The Training Packages provided by ASTC are nationally endorsed by the Australian National Training Authority (ANTA).

Standards for Training Packages ensure Training Packages are of high quality and meet the workforce development needs of industry, enterprises, and individuals. The Standards apply to the design and development of Training Packages by Industry Skills Councils (ISCs), which are then endorsed by the National Skills Standards Council (NSSC). The Standards are developed by the NSSC, for endorsement by Commonwealth and State/Territory Ministers.

A Training Packages consists of:

- endorsed components and
- support materials



### Endorsed Components

These are competency standards, assessment guidelines and packaging rules for national industry qualifications.

### **Competency Standards**

Competency standards are statements describing the skills or knowledge required to undertake the work involved in being a competent employee within your chosen industry. They are organised according to industry functions which are performed by, for example a salesperson selling products/ services.

Not only do they describe the skills and knowledge, but also the standard of performance required to be competent.

Industry practitioners, within input from industry relevant Institutes and regulators, decided what went into the competency standards.

## Assessment guidelines

Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality 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 the Training Package must be carried out in accordance with these endorsed guidelines.

## Qualifications

Qualifications on the NSW skills list are eligible for government subsidy under NSW Smart and Skilled.

The NSW Skills List includes a range of vocational qualifications to support the diverse skills needs of NSW employers.

Training Services NSW develops the NSW Skills list in consultation with industry, training providers and the community.

The Skills List covers all industry sectors in NSW and includes qualifications up to Advanced Diploma.

The Skills List enables people to make more informed choices about their training, so they can get the skills they need to get a job, advance their career, or continue onto further study.

## Support Materials

### DELIVERY STRATEGY

Trainings will be provided for delivery in a variety of modes, including:

- Self-paced delivery
- Classroom delivery
- Workplace experience
- Simulated workplace delivery

Delivery strategies should be selected to reflect the nature of the learning outcomes and to meet the needs of the Learner. The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time required for delivery may vary depending on factors such as the knowledge and skills of the Learner on entry and whether the delivery of the unit has been integrated with other units.

Integration of learning outcomes for delivery may occur within units and between units. Learning outcomes may be integrated for the whole unit and / or for several units.

### RESOURCE REQUIREMENTS

ASTC will ensure the following is available where applicable:

- Learner's workbook
- Facilitator's Guide
- PowerPoint
- Whiteboard
- Whiteboard markers
- Computer/ projector
- Handouts

The Learner should have access to:

- An environment appropriate to the assessment task, that is either on job or simulated environment
- Relevant documentation, such as:
  - work policy and procedures manual
  - legislation and statutory requirements (if any)
  - a range of projects with different requirements
- Access to a range of projects with different requirements
- Access to a project management team

In order to be valid and reliable, a simulated work environment must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. For an outline of factors that would indicate an appropriate simulated work environment, refer to the Assessment Guideline within the relevant Training Package.

### **PATHWAY TO COMPETENCE**

The most important thing to remember about a Training Package is that the competency standards act as the benchmarks.

In order to receive a qualification, you must demonstrate that they can do the things described in the competency standards and apply the knowledge listed in the competency standards.

Training may not always play a part. For example, if you can already do something competently, why be trained to do it again? If you can prove that you can do it, you can receive credit for that unit of competency.

Somebody else, however, might need to undergo training or practice in the workplace before they are able to demonstrate that they can do the same thing.



# ASSESSMENT PROCESSES

## OVERVIEW OF THE ASSESSMENT PROCESS

The competency-based assessment approach focuses on the development of competencies through workplace-based activities in addition to structured or unstructured training and learning. The assessment recognises the application of skills, knowledge, and attitudes under workplace conditions to achieve the outcome specified in the competency standards. This means that individuals can have their competencies assessed and recognised regardless of whether or not the competencies were achieved through recognised formal training or education.

Credentials can be granted on the basis of an assessment of the individual's competency against the endorsed Training Package industry competency standards.

## COMPETENCY-BASED ASSESSMENT

Competency-based assessment is the process of judging evidence of competence submitted by you to determine your current competency against the Training Package industry standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that you have met these standards.

The assessment process will focus upon how you apply skills, knowledge and attitudes in the workplace (or conditions as close as possible to workplace requirements) to achieve the outcomes described in the standards.

Effective competency standards and assessment provide many benefits to both employers and employees. These benefits include:

- clearer understanding of job roles and responsibilities
- greater consistency in work output
- increased productivity and quality of service
- improved team motivation
- information on current skill base and training needs to assist in developing individual and company training plans

## QUALITY ASSURANCE IN THE ASSESSMENT PROCESS

### Assessor's qualifications

To maintain quality of the assessment process, individual assessors, teams or panels of assessors must:

- have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- be deemed competent in the program (Training Package) units they are assessing

In addition, the individual assessor, team or panel will be directly responsible to ASTC, which has employed them as an assessor. ASTC will itself have quality assurance mechanisms built into our registration processes with the ASQA to ensure the quality of the assessment services we provide.

**Assessment appeal – refer COMPLAINTS AND APPEALS POLICY AND PROCEDURES – Assessment appeals section of this manual.**

### **Evaluation and Audit of Assessment Process**

As part of the registered training provider process, ASTC will evaluate the assessment process to ensure validity, reliability, flexibility, and fairness. The process will be monitored, reviewed, and evaluated to ensure consistency in the interpretation of the evidence, that national competency standards are current, and that the assessment instruments keep pace with the relevant industry trends and requirements.

Feedback from the evaluation sheets of the Learner, assessor, and employer (where applicable) on the assessment process will be used in the evaluation process. It is expected that a full system audit will be conducted at least annually.

### **LEARNER'S GUIDELINES FOR ASSESSMENT PROCESS**

For the assessment to be satisfactory, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

### **EVIDENCE OF COMPETENCE GATHERED**

Evidence is proof provided by you that you can satisfy the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which satisfies the standard, the assessor is able to determine competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to satisfy the unit of competency. If you are a Learner, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide explanations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Evidence may be:

- direct
- indirect
- supplementary

### **Direct evidence**

Examples of direct evidence might include:

- an assessor attends a workplace and observes a learner interacting with a client
- an assessor attends a workplace and asks a case management learner why they chose particular resources and tools for assessing a client's needs and to evaluate its effectiveness
- an assessor asks a learner how and why they referred a client to a specific organisation
- an assessor asks a learner to explain and show how they have documented observations and reported them to supervisors

## Indirect evidence

Examples of indirect evidence might include:

- a written assessment piece where the learner is responding to specific knowledge questions related to tasks.
- a portfolio of evidence collected during a work placement in which the learner was asked to keep notes of their own work activities, notes of observations, and a project relevant to the workplace.

## Supplementary evidence

Also referred to as third party evidence, supplementary evidence, provides another important means for assessors to make a judgment about the learner's competence. The 'third party' is someone who is not an assessor, but can comment on, or observe the learner's performance. Most commonly it is someone within the workplace.

## **EVIDENCE GATHERING**

Assessors will employ a range of assessment techniques and be wary of over reliance on documentation. Different forms of evidence will enable assessors to build a more complete picture of the learner's skills and knowledge. Forms of evidence that will typically be most suitable for assessment include:

**Direct Observation:** for example, watching how the learner communicates with clients, attends to their needs and deals with problems.

**Competency Conversation:** for example, asking the learner to explain their understanding of person-centred service delivery model and how this is evidenced in their work.

**Workplace Projects:** for example, reviewing examples of products that the learner has generated to assist with the implementation of a policy or procedure.

**Third Party Reports:** for example, reports from supervisors about how the learner has worked as part of a team, undertaken a particular task or project or handled a particular problem.

**Workplace Documents:** for example, rosters and timesheets, minutes of staff meetings, position descriptions.

**Video and Photos:** for example, live video streaming during facilitation of a team meeting or a video of a learner undertaking specific work.

## **ASSESSMENT CRITERIA**

All our assessments will provide for learners to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment of each assessment.

## ASSESSMENT GUIDELINES

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with *the Australian Quality 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 the Training Package must be carried out in accordance with these endorsed guidelines.

## ASSESSMENT METHODS

The following process describes ASTC's process for conducting assessments for training programs and can be customised based on the qualification's requirements and learners' needs.

### Assessment tools

The assessment tools are:

- Assessment activities in the workbook (AT1)
- Knowledge test: written/oral questions (AT2)
- Role Play/ Observation(s)/ Workplace projects (AT3)
- Supervisor/ third party or assessor demonstration report (AT4)

### **Assessment tool 1 (AT1): Assessment activities**

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities - role plays
- workbook activities

Responses to the assessment activities might be drawn from:

- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The Learner should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word-processed document.

## **Assessment tool 2 (AT2): Written/oral questions**

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria.

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the Learner should present responses as directed by the assessor.

The trainer/ assessor will consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues are also to be considered.

## **Assessment tool 3 (AT3):**

### **Role Play(s)**

Role play is a form of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

Role plays function as learning tools for teams and groups or individuals as they "play" online or face to face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centred space can enable learner-oriented assessment, where the design of the task is created for active student learning. Students are actively involved in both self and peer assessment and obtain sustainable formative feedback.

### **Workplace Observation(s)**

A workplace observation may be conducted by an assessor at the Learner's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces. This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise only those competencies the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied.

Where the Learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the Learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

### **Workplace Project(s)**

Workplace projects require the demonstration of knowledge, critical aspects for assessment and, in some cases, require skills – projects will be theoretical or practical.

Evidence collected in response to the project questions and activities will support the judgement of competence.

#### **Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report**

Where the Learner is in employment this report should be completed by the Learner's supervisor, an appropriate third party or the assessor.

The trainer/ assessor will ensure that the supervisor/ third party/ assessor understands that they must confirm they have observed the Learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. The supervisor/ third party/ assessor also needs to record the context in which the Learner was observed and detailed any evidence that has been provided.

#### **Other assessment activities:**

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for the unit under method of assessment in the unit information section of this Learner guide eg provision of portfolio of evidence.

Staff are available, to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal see further details in the appeal process section.

#### **FEEDBACK**

The assessment activities become part of a formative assessment. ASTC and its trainers/assessors have processes in place to provide feedback and reinforcement to Learners as they progress through the activities and assessment processes.

#### **RESULTS**

A Learner is deemed either SATISFACTORY OR NOT YET SATISFACTORY for a unit assessment:

##### **Satisfactory (s)**

After each assessment your Competency Record Book should be completed and signed by you and the assessor. In the case where the assessment occurs over time and on different occasions, you should receive constructive feedback after each occasion from the assessor and your Competency Record Book should be updated.

##### **Not Yet Satisfactory (NYS)**

If you have provided insufficient evidence for the unit of competency, the assessor should explain why the evidence provided does not show that you fully possess the competency against the standards and provide advice on further evidence to be provided. It is up to you to provide further evidence. Further evidence can be in the form of:

- providing additional documents or information
- attending further training or education programs
- further work experience

When you feel you are ready, you can be reassessed. You will not have to do the whole assessment again. You will only be re-assessed in those areas where the assessor requires more evidence. If, after the reassessment, you are deemed 'Satisfactory', the process already outlined above for deemed competent should be followed.

### **How Many Times Can I Apply for Assessment?**

There are no restrictions on the number of times you may seek reassessment. However, if competency is not indicated after the second attempt, you should seek advice from your assessor and employer/supervisor (where applicable) about how to improve your performance.

### **What If I Do Not Agree with The Result?**

There is a process available that allows for a review of your evidence. If you do not agree with the result, you should discuss this first with your assessor and contact should be made with ASTC. ASTC has appeal procedures instituted that you should follow. Please refer to Appeals & Complaints section on our website.

### **How Do I Turn My Assessed Competencies into A Credential?**

When you have been deemed competent in the prescribed set of units for a credential, your assessor will provide ASTC with your assessment results. ASTC will issue all AQF qualifications and statements of attainment within 14 days of the training program completion. The details of the prescribed units for a credential can be obtained from the assessor, ASTC, your training plan or the relevant Training Package (refer [training.gov.au](http://training.gov.au))

### **How Do I Know What Training I Have Completed or Have Yet to Complete?**

This can be ascertained in the following ways:

You are able to ring ASTC on Ph: 138 300 or the “Contact Us” located in the top right tab on our web home page ([www.thesalesmasters.com](http://www.thesalesmasters.com)) and receive a copy of completed competencies which will be emailed to you within 2 working days.

- Written request to ASTC
- Refer to your Training Plan

## **HANDING IN ASSESSMENTS**

At ASTC we appreciate and respect the amount of time and effort that goes into assessments. These documents are a critical part of gaining a qualification and as such we take extra care of all assessment materials. Be aware however that besides the best of intentions, accidents can and do happen and so Learners should always take extra care to keep copies of all assessments.

### **Face-to-face Learning**

In the case of face-to-face (classroom) delivery, an assessment completed on or before the date should be handed to the relevant Trainer in class, with the assessment cover sheet completed and the Learner Declaration signed.

Alternatively, assessments may be handed in at the Administration Office at Rosebery. They should be placed in an A4 envelope with the following written clearly on the outside:

- “Learner Assessment”.
- Qualification number and name, eg BSB51107 – Diploma of Management.
- Unit Number and Name, eg BSBMGT516C – Facilitate continuous improvement.
- Your name.
- The date.
- Your phone number.

The Administration Office will pass it on to the Trainer/Assessor. Please note that ASTC assumes no responsibility for assessments that have not been personally handed directly either to the Trainer or an employee at the Administration Office – please do not leave envelopes at reception.

Whilst ASTC takes all due care, the Administration Office cannot take responsibility for the loss of assignments. Accordingly, Learners are to be advised to keep a photocopy of all work, and if using post as a medium of communication, Learners are recommended to send by Certified Mail or Express Post.

### **Correspondence (Distance) Learning**

Instructions for return post of assessments will be provided with the learning materials. Whilst ASTC takes all due care, the Administration Office cannot take responsibility for loss of assessments in the mail. Accordingly, Learners are advised to keep a photocopy of all work and mail using Express Post or Certified mail for added section.



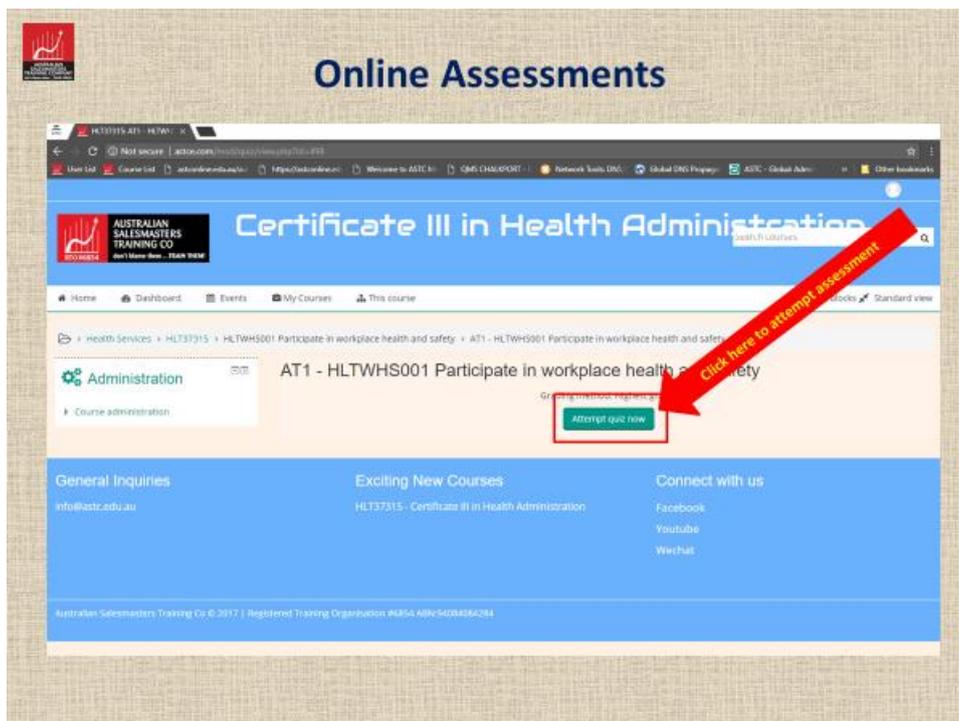
### **Remember:**

It is always a good idea to have a copy of your work! All Learners are advised in the strongest possible terms to keep copies of all assessments in the unlikely event they are misplaced or destroyed. Be aware that assessments have

### **Elearning**

Elearning is undertaken via an Online learning portal using Moodle platform, where logging is recorded for every Participant including date of activity and IP Address.

Assessment submission via our secure Online portal website (https) is as follows:



## Online Assessments

**Certificate III in Health Administration**

Home Dashboard Events My Courses This course Hide blocks Standard view

Health Services > HLT37315 > HLTWH5001 Participate in workplace health and safety > AT1 - HLTWH5001 Participate in workplace health and safety

**Quiz navigation**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24				

Finish attempt ...

**Question 1**  
Not yet answered  
Marked out of 1.00  
Flag question

**Activity 1**  
1. What is occupational violence and how can or should it be prevented?

Enter your answer here

**Question 2**  
Not yet answered  
Marked out of 1.00  
Flag question

2. Explain the difference between health and safety incident and an accident.

Click on numbers to navigate OR Click "Next page" button below answer box

## Online Assessments

**Certificate III in Health Administration**

Home Dashboard Events My Courses This course Hide blocks Standard view

Health Services > HLT37315 > HLTWH5001 Participate in workplace health and safety > AT1 - HLTWH5001 Participate in workplace health and safety

**Quiz navigation**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24				

Finish attempt ...

**Question 1**  
Not yet answered  
Marked out of 1.00  
Flag question

**Activity 1**  
1. What is occupational violence and how can or should it be prevented?

**Question 2**  
Not yet answered  
Marked out of 1.00  
Flag question

2. Explain the difference between health and safety incident and an accident.

To submit your assessment, click "Finish attempt ..."

## Online Assessments

The screenshot shows a web browser window with a list of 24 questions, all marked as 'Not yet answered'. A red box highlights the list. Two red arrows point to the 'Return to attempt' and 'Submit all and finish' buttons at the bottom right of the question list.

**Make sure you answer all questions**

**Click here to return to attempt**

**Click here to submit assessment**

## Online Assessments

The screenshot shows the same assessment interface, but with a confirmation dialog box open. The dialog box contains the text: 'Once you submit, you will no longer be able to change your answers for this attempt.' It has two buttons: 'Submit all and finish' and 'Cancel'. Red arrows point to these buttons from the bottom of the screen.

**Click here to submit**

**Click here to cancel**



## Resume Assessments

you can save and resume assessments at any time. Your answers will be saved automatically. Simply click on assessment to resume.

Health Administration

Home Dashboard Events My Courses This course

Health Services > HLT37315

Search forums

Go

Advanced search

Upcoming events

There are no upcoming events

Go to calendar... New event...

Recent activity

HLT37315 Certificate III in Health Administration

HLTWHS001 Participate in workplace health and safety

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Online version)

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Downloadable version)

AT1 - HLTWH5001 Participate in workplace health and safety

AT2 - HLTWH5001 Participate in workplace health and safety

AT3 - HLTWH5001 Participate in workplace health and safety

B5BCLV301 Deliver and Monitor a Service to Customers is not available

CHCCOM005 Communicate and work in health or community services is not available



## Assessment Progress

Certificate III in Health Adminis

Completed = the number of completed assessment

In progress = the number of assessment in progress

Not Attempted = the number of not yet attempted assessment

Waiting for grade = the number of waiting to be graded assessment

AUSTRALIAN SALESMASTERS TRAINING CO

RTG#6854 don't blame them... TRAIN THEM

Home Dashboard Events

Health Services > HLT37315 (SCH

Assessment Progress

0 Completed

1 In progress

1 Not Attempted

1 Waiting for grade

Search forums

Go

Advanced search

Upcoming events

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Online version)

Learner's Guide - HLTWH5001 Participate in workplace health and safety (PDF version)

AT1 - HLTWH5001 Participate in workplace health and safety

AT2 - HLTWH5001 Participate in workplace health and safety

AT3 - HLTWH5001 Participate in workplace health and safety

## CONTACTS

List of contacts, training package/ assessment resources and national state bodies and sites

<b>Australian Qualifications Framework (AQF)</b>	<a href="https://www.aqf.edu.au/">https://www.aqf.edu.au/</a>
<b>Australian Training Products</b>	<a href="https://australiantrainingproducts.com.au/next/">https://australiantrainingproducts.com.au/next/</a>
<b>Education Services Australia</b>	<a href="https://www.esa.edu.au/">https://www.esa.edu.au/</a>
<b>Innovation &amp; Business Skills Australia</b>	<a href="https://www.ibsa.org.au/">https://www.ibsa.org.au/</a>
<b>Office of Fair Trading NSW</b>	<a href="https://www.fairtrading.nsw.gov.au/">https://www.fairtrading.nsw.gov.au/</a>
<b>Consumer Affairs Victoria</b>	<a href="https://www.consumer.vic.gov.au/">https://www.consumer.vic.gov.au/</a>
<b>Office of Fair Trading Qld</b>	<a href="https://www.qld.gov.au/law/fair-trading">https://www.qld.gov.au/law/fair-trading</a>
<b>Department of Mines, Industry Regulation and Safety WA</b>	<a href="https://www.commerce.wa.gov.au/consumer-protection">https://www.commerce.wa.gov.au/consumer-protection</a>
<b>Consumer and Business Services SA</b>	<a href="https://www.cbs.sa.gov.au/">https://www.cbs.sa.gov.au/</a>
<b>Australian Apprenticeships</b>	<a href="https://www.australianapprenticeships.gov.au/">https://www.australianapprenticeships.gov.au/</a>
<b>Training.gov.au (TGA)</b>	<a href="https://training.gov.au/">https://training.gov.au/</a>
<b>Access Canberra</b>	<a href="https://www.accesscanberra.act.gov.au/s/">https://www.accesscanberra.act.gov.au/s/</a>
<b>The Australian Skills Quality Authority (ASQA)</b>	<a href="https://www.asqa.gov.au/">https://www.asqa.gov.au/</a>



## DEFINITIONS

AAC	Australian apprenticeship centre
AQF	Australian Framework Qualification
ASQA	The national regulator for Australia's vocational education and training sector.
Assessment	A process to determine a student's level of acquired skill and knowledge against set criteria.
ASTC (Australian Salesmasters Training Co)	A registered training organisation (RTO) trading as Australian Salesmasters Training Co
Certificate	The award recognising the qualification you have successfully completed.
Commencement	The dispatch of course materials the start date of the course.
Competent	Satisfactory achievement in a unit of competency.
Correspondence	A course of study in which student and tutors communicate by post or electronic means.
Course Materials	Training and assessment materials provided by ASTC specific for the course you have enrolled in.
Credit Transfer	The application of a previously completed unit of competency to your course.
Deferral	The postponement of a course to a later date.
Distance learning	The undertaking of a course at a location other than ASTC by having downloaded or posted by mail
eLearning	Learning conducted via electronic media, typically on the Internet
Enrolment	The submission of enrolment forms to ASTC
Not yet satisfactory	Unsatisfactory achievement in an assessment.
Not yet competent	Unsatisfactory achievement in a unit of competency.
Online learning	The undertaking of a course via an eLearning online learning portal provided on behalf of ASTC.
Learner	You, the person whose name appears on the enrolment form
Reasonable adjustment	Adjustments made to training and assessment that does not compromise the quality or integrity of training and assessment.
Record of result	A transcript of the units of competency undertaken in a qualification.
Registered Training Organisation (RTO)	A training organisation that is registered with a state or national regulator and whose details appear on <a href="http://www.training.gov.au">www.training.gov.au</a>
Statement of Attainment	A certificate of the successfully completed units within a qualification.
Unit of competency	A component of training package which identifies a specific workplace requirement and includes the knowledge and skills that underpin competency
VET Fee Help	A government loan scheme program that provides training funds for a training course to the RTO. It is repaid conditionally via tax avenues.

## 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 3: Certificate III

<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning
<b>Knowledge</b>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning
<b>Skills</b>	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>▪ complete routine activities</li> <li>▪ provide and transmit solutions to predictable and sometimes unpredictable problems</li> </ul>
<b>Application of Knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters

## **BSB30120 - Certificate III in Business**

### **Description**

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

### **Licensing/Regulatory Information**

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

### **Entry Requirements**

There are no entry requirements for this qualification.

### **Packaging Rules**

**Total number of units = 13**

**6 Core Units** plus

**7 Elective Units**, of which

- 2 elective units must be selected from Group A
- 1 elective unit must be selected from Group B
- for the remaining 4 elective units:
  - up to 4 units may be selected from Groups A – G
  - if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.

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

To be awarded the BSB30120 - Certificate III in Business, a total number of thirteen (13) units must be satisfactorily completed and relevant to the work outcome, local industry requirements and the qualification level.

## **Specialisations**

This qualification can provide for specialisations. To achieve a specialisation, the following additional packaging rules must be adhered to:

- For specialisation in **Customer Engagement**, 4 elective units must be selected from Group D
- For specialisation in **Business Administration**, 4 elective units must be selected from Group E
- For specialisation in **Medical Administration**, 4 elective units must be selected from Group F
- For specialisation in **Records and Information Management**, 4 elective units must be selected from Group G.

Where the learner has achieved a specialisation in Customer Engagement, the job roles that relate to this qualification may include Customer Service Representative.

Where the learner has achieved a specialisation in Business Administration, the job roles that relate to this qualification may include Administrative Assistant.

Where the learner has achieved a specialisation in Medical Administration, the job roles that relate to this qualification may include Medical Receptionist and Medical Secretary.

Where the learner has achieved a specialisation in Records and Information Management, the job roles that relate to this qualification may include Records Assistant.

The achievement of a specialisation will be identified on testamurs as follows:

- BSB30120 Certificate III in Business (Customer Engagement)
- BSB30120 Certificate III in Business (Administration)
- BSB30120 Certificate III in Business (Medical Administration)
- BSB30120 Certificate III in Business (Records and Information Management).

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

**Duration:** 12 Months

**Delivery Modes:** eLearning, Correspondence and Blended

Unit Type	Unit of Competency	Unit Description
Core	BSBCRT311	Apply critical thinking skills in a team environment
Core	BSBPEF201	Support personal wellbeing in the workplace
Core	BSBSUS211	Participate in sustainable work practices
Core	BSBTWK301	Use inclusive work practices
Core	BSBWHS311	Assist with maintaining workplace safety
Core	BSBXCM301	Engage in workplace communication

Two (2) elective units must be selected from Group A below:

Unit Type	Unit of Competency	Unit Description
Elective	BSBDAT201	Collect and record data
Elective	BSBOPS306	Record stakeholder interactions
Elective	BSBTEC201	Use business software applications
Elective	BSBTEC202	Use digital technologies to communicate in a work environment
Elective	BSBTEC301	Design and produce business documents
Elective	BSBTEC302	Design and produce spreadsheets
Elective	BSBTEC303	Create electronic presentations
Elective	BSBTEC404	Use digital technologies to collaborate in a work environment
Elective	BSBWRT311	Write simple documents
Elective	BSBXCS301	Protect own personal online profile from cyber security threats
Elective	BSBXCS302	Identify and report online security threats
Elective	BSBXCS303	Securely manage personally identifiable information and workplace information

One (1) elective unit must be selected from Group B below:

Unit Type	Unit of Competency	Unit Description
Elective	BSBESB302	Develop and present business proposals
Elective	BSBESB401	Research and develop business plans
Elective	BSBOPS302	Identify business risk
Elective	BSBPEF301	Organise personal work priorities
Elective	BSBPMG430	Undertake project work
Elective	BSBSTR301	Contribute to continuous improvement
Elective	BSBWHS332X	Apply infection prevention and control procedures to own work activities

### For specialisation in Customer Engagement:

Four (4) elective units must be selected from Group D below:

Unit Type	Unit of Competency	Unit Description
Elective	BSBOPS304	Deliver and monitor a service to customers
Elective	BSBOPS305	Process customer complaints
Elective	BSBXDB301	Respond to the service needs of customers and clients with disability
Elective	ICTSAS305	Provide ICT advice to clients
Elective	SIRXCEG002	Assist with customer difficulties
Elective	SIRXCEG005	Maintain business to business relationships
Elective	SIRXMKT001	Support marketing and promotional activities
Elective	SIRXOSM003	Use social media and online tools
Elective	SIRXPK001	Advise on products and services

### For specialisation in Business Administration

Four (4) elective units must be selected from Group E below:

Unit Type	Unit of Competency	Unit Description
Elective	BSBFIN301	Process financial transactions
Elective	BSBFIN302	Maintain financial records
Elective	BSBHRM416	Process payroll
Elective	BSBINS202	Handle receipt and dispatch of information
Elective	BSBOPS301	Maintain business resources
Elective	BSBOPS303	Organise schedules
Elective	BSBPUR301	Purchase goods and services

### UNITS OF COMPETENCY

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

# BSBCRT311 - Apply critical thinking skills in a team environment

## Application of the Unit

This unit describes skills and knowledge required to apply critical thinking skills to generate solutions to workplace problems in a team environment.

The unit applies to individuals who are required to develop and extend their critical and creative thinking skills to different issues and situations. These individuals apply a range of problem solving, evaluation and analytical skills resolve workplace issues within a team context.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- generate and present solutions to a workplace problem on at least two occasions.

In the course of the above, the candidate must:

- identify and analyse workplace problems as part of a team
- develop questions on key challenges of a chosen problem
- consult relevant stakeholders to gather information on workplace problem
- use a range of creative thinking techniques as part of a team to generate ideas or responses to questions or issues
- use critical thinking processes to develop relevant questions and criteria for identified workplace issue
- present to relevant stakeholders and respond to answers
- assess feedback to identify key personal and team learnings.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks
- advantages of different perspectives when asking questions
- critical thinking techniques
- applicable criteria to assess potential solutions to workplace issue
- boundaries to be considered when generating ideas and responses
- methods to develop individual critical and creative thinking skills.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to specific challenges and situations to which critical and creative thinking may be applied to workplace problems as part of a team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBCRT311 - Apply critical thinking skills in a team environment](https://training.gov.au/units/BSBCRT311)

# BSBPEF201 - Support personal wellbeing in the workplace

## Application of the Unit

This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively.

The unit applies to those in a range of industry and workplace contexts, who work under direct supervision. It may also apply to learners who are preparing to enter the workforce.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a plan for communication with supervisor
- identify and access one formal and one informal wellbeing resource.

In the course of the above, the candidate must:

- develop a plan to communicate with supervisor, including:
- factors that may impact on own wellbeing, both positively and negatively
- appropriate style of communication
- appropriate method of communication
- strategy to deal with negative response.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common personal and workplace factors that may impact on wellbeing
- advantages and disadvantages of different communication styles, including:
  - passive
  - assertive
  - aggressive
- methods for communicating with a supervisor
- key features of Employee Assistance Programs (EAPs)
- common workplace resources for addressing wellbeing.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBPEF201 - Support personal wellbeing in the workplace](https://training.gov.au/units/BSBPEF201)

# BSBSUS211 - Participate in sustainable work practices

## Application of the Unit

This unit describes the skills and knowledge required to measure, support and find opportunities to improve the sustainability of work practices.

The unit applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions. These individuals work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least three sustainable work practices.

In the course of the above, the candidate must:

- identify benefits of sustainable work practices and areas of improvement for sustainable practices in the workplace
- identify and apply sustainability legislation and organisational sustainability policies and procedures
- participate in and support discussions for improved resource efficiency processes
- identify, measure and document usage of resources
- collaborate with team members to develop suggestions for improving workplace sustainability practices.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- environmental and resource hazards and risks
- Australian and international standards for corporate social sustainability
- sustainability regulations and codes of practice applicable to own role
- organisational sustainability policies and procedures
- reporting channels and procedures to report breaches and potential issues
- advantages of sustainable practices in the workplace.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- documentation, information and resources on workplace environmental and resource efficiency
- sustainability legislation, regulations and standards.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBSUS211 - Participate in sustainable work practices](https://training.gov.au/units/BSBSUS211)

## **BSBTWK301 - Use inclusive work practices**

### **Application of the Unit**

This unit describes the skills and knowledge required to recognise and interact productively with diverse groups of individuals in the workplace. It covers responding to and working effectively with individual differences that might be encountered during the course of work.

The unit applies to individuals who work in a variety of contexts where they will be expected to interact with diverse groups of individuals. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use at least two different inclusive work practices
- work with a diverse group of individuals to achieve work outcomes on at least two occasions.

In the course of the above, the candidate must:

- contribute to developing a plan for incorporating inclusive practices in work tasks, according to legislative requirements and organisational policies and procedures
- adjust language and behaviour in interactions with diversity according to legislative and organisational requirements
- comply with workplace inclusivity regulations, standards and codes of practice.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace anti-discrimination legislation and standards
- organisational policies and procedures relating to inclusive work practices
- major groups in the workplace and community, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- the value of workplace diversity and inclusion in terms of:
  - the ability of an organisation to attract talent
  - employee satisfaction
  - creativity and innovation in the workplace
  - an organisation's financial performance.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, standards and codes of practice for working with diversity
- organisational diversity policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTWK301 - Use inclusive work practices](https://training.gov.au/units/BSBTWK301)

# **BSBWHS311 - Assist with maintaining workplace safety**

## **Application of the Unit**

This unit describes the skills and knowledge required to assist with implementing and monitoring an organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have roles in assisting with maintaining workplace safety in an organisation. Individuals closely monitor aspects of work associated with the safe delivery of products and services, and they contribute to influencing safety in the workplace.

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

## **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- assist with implementing and monitoring at least three different organisational work health and safety (WHS) policies or procedures into a work team's processes.

During the above, the candidate must:

- assist with implementing and monitoring consultation about each policy or procedure according to legislative and organisational requirements
- identify opportunities to encourage work team to contribute to implementing improvements to each policy or procedure based on feedback received through consultation
- complete WHS documentation.

## **Knowledge Evidence**

The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- characteristics and composition of the work team
- procedures related to the following:
  - identifying hazards
  - assessing and controlling risks to health and safety, including the hierarchy of control measures
- organisational WHS policies and procedures, including those relating to:
  - risk management
  - fire
  - emergencies
  - evacuation
  - incident investigation
  - reporting
- relevant legislation, regulations and codes of practice from all levels of government that impact on business operations, including those relating to:
  - WHS and environmental issues
  - equal opportunity
  - industrial relations

- anti-discrimination
- WHS aspects of other organisational systems and procedures.

### **Assessment Conditions**

Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- standards, WHS laws and licensing requirements
- opportunities for interaction with others
- workplace equipment and resources required for the performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBWHS311 - Assist with maintaining workplace safety](https://training.gov.au/units/BSBWHS311)

# BSBXCM301 - Engage in workplace communication

## Application of the Unit

This unit describes the skills and knowledge required to communicate (through written, oral and nonverbal form) in the workplace within an industry.

This unit applies to a wide range of workers, but has a specific focus on the communication skills required for workers with limited responsibility for others.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- identify the most appropriate method of communication for the intended audience
- prepare written material that is clear in meaning and format according to organisational requirements
- demonstrate active listening and questioning techniques in a workplace discussion
- communicate information and ideas verbally in a workplace discussion, considering the needs of those from diverse backgrounds
- identify and report any communication challenges to superiors
- seek feedback from others on effectiveness of communication

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislative requirements relevant to workplace communication
- organisational requirements relevant to workplace communication (including digital form):
  - ethical behaviour guidelines from state or federal governments
  - workplace policies
  - codes of conduct
  - organisational reputation and culture
- techniques to resolve communication challenges
- methods and techniques to participate in workplace discussions, including active listening, questioning and providing feedback
- key principles of cross-cultural communication and communication with individuals with special needs or disabilities
- communication methods suited to audience and workplace requirement:
  - verbal means: telephones, mobile devices, video conference
  - written means: email, SMS, social media
  - Internet of Things (IoT)
- communication challenges relevant to performance evidence:
  - conflicts with clients or team members
  - potential risks or safety hazards

- unethical or inappropriate communication
- key relevant features of:
  - different communication styles
  - different communication methods
  - relevant cross cultural communication techniques.

### **Assessment Conditions**

Mandatory conditions for assessment include:

- A safe working or simulated environment

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBXCM301 - Engage in workplace communication](https://training.gov.au/units/BSBXCM301)

## **BSBDAT201 - Collect and record data**

### **Application of the Unit**

This unit describes the skills and knowledge required to collect and record data according to organisational policies and procedures.

The unit applies to individuals who perform a range of routine tasks, using limited practical skills and fundamental operational knowledge and who work under some supervision and guidance.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- collect and record data on at least two different occasions from at least two different sources.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key data-collection methods
- work health and safety risks that apply to data-collection methods
- organisational policies and procedures for collecting and recording data
- key features and functions of technology used to collect data
- data sources relevant to performance evidence
- code of conduct relevant to data-collection.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant organisational policies and procedures
- data sources
- a database
- personnel for escalation of potential source or database issues.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au](https://training.gov.au) - [BSBDAT201 - Collect and record data](#)

## BSBOPS306 - Record stakeholder interactions

### Application of the Unit

This unit describes the skills and knowledge required to create a record of information in a customer management system (CMS) gathered from a stakeholder interaction as a result of an engagement activity.

The unit applies to those responsible for engaging with stakeholders for a range of purposes and in a range of contexts. It also applies to those who create a record of stakeholder interaction.

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

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create a record of information collected from a stakeholder interaction in a Customer Management System (CMS) for at least three different stakeholder interactions.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies, procedures and protocols for recording stakeholder interactions, including:
  - privacy and confidentiality protocols
  - procedures for recording details of stakeholder interaction in CMS
  - basic note taking methods, including using basic formatting
- basic business writing principles, including plain English principles
- key features of stakeholder interaction activities, including:
  - purpose of interaction
  - context of interaction
  - outcomes of interaction
- information that is relevant to stakeholder interaction purpose
- key features and functions of a CMS, including those relating to record saving.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology required to collect and record information
- workplace documents, and organisational policies and procedures relating to stakeholder interactions
- access to a CMS.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS306 - Record stakeholder interactions](https://training.gov.au/units/BSBOPS306)

# BSBTEC201 - Use business software applications

## Application of the Unit

This unit describes the skills and knowledge required to select and use software and organise electronic information and data.

The unit applies to those who use a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and use at least three business software applications on two occasions each.

In the course of the above, the candidate must:

- select and use technology safely and according to organisational requirements
- identify and address faults according to requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of:
  - organisation's work health and safety requirements relevant to own role
  - organisation's requirements for file naming and storage
  - applications used for organising electronic information and data.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- electronic files, information and data
- workplace documentation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC201 - Use business software applications](https://training.gov.au/units/BSBTEC201)

# **BSBTEC202 - Use digital technologies to communicate in a work environment**

## **Application of the Unit**

This unit describes the skills and knowledge required to effectively identify, select and use available methods of digital communication in a workplace context. These methods may include email, instant messaging and other similar platforms.

The unit applies to those who use digital technology to communicate with relevant stakeholders. This will be particularly relevant to individuals in teams that work remotely. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

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

## **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on four occasions send digital communications
- on four occasions receive and process digital communications.

In the course of the above, the candidate must:

- follow organisational and technology provider requirements when communicating electronically across multiple digital applications, including in relation to security of communications
- follow organisational policy and procedures when managing all aspects of digital communication, including by storing, filing, archiving, and deleting inbound communications
- communicate electronically with targeted groups of colleagues, clients or similar as relevant to organisation.

## **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- existing and emerging methods of digital communication, including strengths and limitations
- industry practice relating to digital communication etiquette in a workplace setting
- commercial sensitivities in relation to knowledge management
- organisational policies and procedures relating to the use of digital communication
- security levels and filters for digital communications.

## **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- industry applications/platforms for communicating digitally
- relevant organisational policies and procedures
- relevant workplace documentation and resources.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC202 - Use digital technologies to communicate in a work environment](https://training.gov.au/units/BSBTEC202)

# BSBTEC301 - Design and produce business documents

## Application of the Unit

This unit describes the skills and knowledge required to design and produce various business documents. It includes selecting and using a range of functions on a variety of computer applications.

The unit applies to those who possess fundamental skills in computer operations. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design, produce and finalise four different types of business documents, using at least two different software applications.

In the course of the above, the candidate must:

- comply with organisational policies and procedures for producing business documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading
- use required data storage options.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- technology required to produce document
- key functions and features of contemporary computer applications
- organisational policies and procedures
- organisational requirements for document design, including style guide.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- relevant software applications
- style guide
- organisational policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC301 - Design and produce business documents](https://training.gov.au/units/BSBTEC301)

## BSBTEC302 - Design and produce spreadsheets

### Application of the Unit

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet applications.

The unit applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision. These individuals are generally required to have intermediate knowledge and understanding of a number of spreadsheet applications.

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

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, design, produce and finalise a spreadsheet on at least four occasions.

In the course of the above, the candidate must:

- produce spreadsheet documents that align to document purpose and appropriate to target audience
- design spreadsheets using:
  - formulas and functions with:
    - addition, subtraction, division, multiplication
    - brackets
- design spreadsheets that address a range of data and organisational requirements
- use software functions to create spreadsheets that adhere to organisational requirements relating to style and presentation
- use relevant help functions to rectify document issues
- produce spreadsheet document in appropriate format for review, including ability to create and modify intermediate-level charts that analyse the dataset.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key elements of formatting of spreadsheets appropriate to workplace documents, including the ability to calculate:
  - sum totals
  - averages
  - counts of values
- key features of spreadsheet applications, both cloud-based and non-cloud based
- key features of organisational guidelines on spreadsheet design and use
- organisational requirements for ergonomics, work periods and breaks, and sustainability in relation to spreadsheet production.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- industry software/applications for producing spreadsheets
- digital device user information
- relevant legislation and codes of practice
- relevant organisational policies and procedures
- workplace documentation and resources, including style guide.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC302 - Design and produce spreadsheets](https://training.gov.au/units/BSBTEC302)

## **BSBTEC303 - Create electronic presentations**

### **Application of the Unit**

This unit describes the skills and knowledge required to design and produce electronic presentations using various applications and platforms.

The unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on three occasions prepare, create and finalise an electronic presentation.

In the course of the above, the candidate must:

- follow relevant ergonomic requirements and organisational policies and procedures
- adhere to task requirements and organisational policies and procedures relating to:
  - following designated timelines
  - consistency of design and layout
  - editing and style requirements
- use relevant help functions to rectify presentation issues
- produce presentation in appropriate format
- store presentation in accordance with organisation policies and procedures relating to data security.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- design features and their effect on the readability and appearance of electronic presentations
- key functions of relevant applications for producing electronic presentations
- organisational requirements for ergonomics
- key features of organisational style and presentation guide.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and materials
- relevant digital applications
- examples of electronic presentations
- relevant organisational policies and procedures
- relevant workplace documentation and resources including style guide.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC303 - Create electronic presentations](https://training.gov.au/units/BSBTEC303)

## **BSBTEC404 - Use digital technologies to collaborate in a work environment**

### **Application of the Unit**

This unit describes the skills and knowledge required to understand the fundamentals of using digital technologies to collaborate in a workplace context, including working as part of a remote team. It involves undertaking a basic review of organisational processes to identify opportunities for using digital technologies to complete work tasks more efficiently and effectively.

The unit applies to those who use problem-solving skills and take responsibility for adopting and promoting approaches to improve organisational operations, particularly relating to the use of digital technologies.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and implement use of digital technology to collaborate in a work environment at least once.

In the course of the above, the candidate must:

- review business use of technology for collaboration and identify opportunities, priorities and risks associated with adopting new technologies according to organisational strategies
- collect, analyse and present relevant information about digital applications
- create and present a business case to relevant stakeholders for adopting new collaborative digital technologies
- develop and communicate a plan to implement new ways of working collaboratively using digital technologies.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- fundamentals of common digital applications, including key terms, concepts and user features
- organisational requirements, policies and procedures
- collaborative technologies and their use in a business context
- format and content of a business case in the organisation
- strategies for training and coaching in digital technologies
- organisational commercial strategy relevant to digital technologies
- key sources of information about digital applications, and options specific to the business.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources relevant to performance evidence
- relevant legislation, regulations, standards and codes
- relevant organisational policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTEC404 - Use digital technologies to collaborate in a work environment](https://training.gov.au/units/BSBTEC404)

## **BSBWRT311 - Write simple documents**

### **Application of the Unit**

This unit describes the skills and knowledge required to plan, draft and finalise a simple document.

The unit applies to individuals who administer a broad range of competencies in various work contexts and may exercise some discretion and judgement to produce a range of simple documents.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- processes for checking:
  - basic readability, grammar, spelling, sentence and paragraph sequencing and structure, and punctuation
  - suitability of document for audience, purpose, and format
- organisational policies and procedures relating to written communication
- written communication methods, including:
  - general emails
  - procedures
  - business letters
  - meeting agendas
- different formats, styles and structures for documents.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment and resources to assist in the production of documents
- organisational policies and procedures
- examples of documents to review.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBWRT311 - Write simple documents](https://training.gov.au/units/BSBWRT311)

# BSBXCS301 - Protect own personal online profile from cyber security threats

## Application of the Unit

This unit describes the skills and knowledge required to protect own personal online profile from cyber security threats, and to limit the potential impact of online security breaches.

It applies to those working in a broad range of industries and job roles under some supervision and guidance, who protect their own online profile so that it is cyber secure.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- conduct one audit of own personal online profile and identify existing and potential cyber security threats
- identify and address three potential cyber security risks to own personal online profile.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to reporting cyber security threats
- organisational policies and procedures relating to online profiles, including escalation routes for cyber security issues
- basic principles of cyber security, including:
  - importance of data confidentiality, integrity and availability
  - common cyber security terms
  - common cyber security threats that individuals might be exposed to online
  - secure internet browsing
- risk factors relating to own personal online profile, including:
  - password management practices:
    - strength of created passwords
    - number of passwords used for multiple accounts
    - frequency of change to passwords
  - own work role within organisation
  - regular tasks in own work that raise personal risk level, including internet browsing
  - potential targets for cyber attack in own direct professional network
  - protocols for handling personally identifiable information
  - physical safety of devices
- industry-specific risk factors and their risk to online profiles
- common strategies, tools and techniques for improving security of own personal online profile, including for:
  - password protection
  - secure password management and account replicating and splitting
  - fundamentals of two-factor authentication

- billing and account privacy settings
- software patching
- connecting to public Wi-Fi via virtual private networks (VPNs)
- common methods and practices for:
  - responding to cyber security issues, including reporting protocols
  - secure internet browsing, including banking and email
- common cyber security threats that individuals and data might be exposed to, including:
  - phishing
  - social engineering
  - social media
  - malware
  - physical threats, including data loss due to working insecurely in public spaces.

### **Assessment Conditions**

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards and organisational procedures required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBXCS301 - Protect own personal online profile from cyber security threats](https://training.gov.au/units/BSBXCS301)

# BSBXCS302 - Identify and report online security threats

## Application of the Unit

This unit describes the skills and knowledge required to identify and report online security threats to limit potential impact of cyber security breaches.

It applies to those working in a broad range of industries and job roles under some supervision and guidance who encounter and report online threats during the course of their work.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and report three different online security threats in a work area.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to identifying and reporting online security threats, including:
  - data protection
  - implications of Notifiable Data Breach legislation on an organisation and other associated Australian privacy laws
  - established international legislation
- organisational policies and procedures relating to online information security breaches, including:
  - blocking and reporting potential security breaches
  - escalation routes for cyber security issues
- common types of online scams and security risks, including phishing scams
- common techniques of phishing and spear phishing used by attackers, including:
  - spam email and SMS text
  - social engineering, including telephone calls, social media and website requests for information
- basic principles of cyber security
- indicators of insecure connection to websites, in particular where data is being collected
- Australian government sources of information on current online security threats
- common online security threats to which individuals might be exposed to, including physical threats
- common procedures for:
  - mitigating online security threats
  - following organisational cyber security incident response plan
  - responding to cyber security breaches.

## Assessment Conditions

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards and organisational procedures required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBXCS302 - Identify and report online security threats](https://training.gov.au/units/BSBXCS302)

# BSBXCS303 - Securely manage personally identifiable information and workplace information

## Application of the Unit

This unit describes the skills and knowledge required to securely manage personally identifiable information (PII) and workplace information.

It applies to those working in a broad range of industries and job roles under some supervision and guidance who manage large amounts of PII and workplace information.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use data protection techniques to manage workplace information for one work area over the life of a small project or work cycle.

In the course of the above, the candidate must store and share personally identifiable information (PII) in a secure manner.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to securely managing PII and workplace information, including:
  - data protection
  - implications of Notifiable Data Breach legislation on an organisation and other associated Australian privacy laws
  - established international legislation
- organisational policies and procedures relating to:
  - identifying sensitive data
  - securely storing, sharing and managing customer information
  - encryption, and protocols for its uses
  - data classification
  - media and document labelling
  - monitoring and reporting faults and malfunctions in IT infrastructure
- industry best practice and Australian government sources of information relating to access control, including:
  - password protection
  - storage locations
  - securely sharing
  - data deletion
- risks and benefits of cloud storage
- risks of communicating sensitive information via non-secure means e.g. email and SMS
- framework for distributed storage
- technologies, techniques and protocols for storing and retrieving data

- data protection protocols and industry-standard compliance standards relating to:
  - back-up
  - data sharing
  - data storage
  - disposal of sensitive information
  - privacy impact assessments.

### **Assessment Conditions**

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards, organisational procedures, and legislative requirements required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBXCS303 - Securely manage personally identifiable information and workplace information](https://training.gov.au/units/BSBXCS303)

# BSBESB302 - Develop and present business proposals

## Application of the Unit

This unit describes the skills and knowledge required to research the viability of ideas for business opportunities and develop and present proposals for viable options in formats suiting a range of stakeholders.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation. The proposals may relate to products and/or services offered by the business.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and present a business proposal for a product or service.

In the course of the above, the candidate must:

- analyse information from a range of sources to evaluate the viability of the business opportunities, including:
  - consideration of personal commitments
  - risk identification and assessment
  - personal skills and attributes analysis against required skills
  - anticipated financial returns.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- factors influencing financial viability of business ventures, including financial returns
- factors influencing viability of business ideas, including:
  - impact of emerging or changing technology
  - personal circumstances and suitability of own skills profile
  - assessed risks
  - availability of required resources
- key requirements for business proposals, including:
  - information relating to legislative requirements, regulations, standards and codes or practice
  - structure and content suited to audience needs
  - formats and methods of presentations
  - description of products and/or services
- workplace procedures for:
  - recording outcomes of proposal evaluation
  - establishing income and expenditure costing for business proposal
- principles of risk assessment relevant to business opportunity described in performance evidence.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access and presentation software
- legislation, regulations, standards and codes of practice relating to business proposal described in performance evidence
- workplace documentation and resources relevant to performance evidence
- interaction with others for presentation purposes.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBESB302 - Develop and present business proposals](https://training.gov.au/units/BSBESB302)

# BSBESB401 - Research and develop business plans

## Application of the Unit

This unit describes the skills and knowledge required to research and develop business plans for achieving business goals and objectives.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one business plan that addresses the goals and objectives of a business or business venture.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements relating to business operation to be included in plan, including:
  - environmental
  - work health and safety (WHS), including WHS responsibilities and procedures for identifying hazards relating to business profile
  - equal opportunity
  - industrial relations
- types of business planning, including:
  - feasibility studies
  - strategic, operational, financial and marketing planning
- factors affecting structure of business plan, including:
  - purpose of plan
  - target audience
  - desired outcomes
- key components of business plan, including:
  - sources and costs of finance to provide required liquidity and profitability for business
  - marketing strategies and methods to promote market exposure of business
  - methods or means of production or operation required for business
  - staffing requirements to effectively produce or deliver products and services
  - contingency plan
- methodology for researching and preparing a business plan
- common business risks and risk management strategies'

- workplace procedures for:
  - assessing and prioritising internal and external risks to business
  - establishing resource requirements aligned to business goals and objectives, including for calculating staffing requirements to produce or deliver products and/or services
  - developing a business contingency plan for unexpected events and situations
  - developing risk management strategies.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBESB401 - Research and develop business plans](https://training.gov.au/units/BSBESB401)

## **BSBOPS302 - Identify business risk**

### **Application of the Unit**

This unit describes the skills and knowledge required to contribute to business operations through the identification of business risk. It involves identifying business risks, as well as supporting managers and supervisors in mitigating risk.

The unit applies to those required to contribute to the identification of business risks as part of broader responsibilities.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and resolve two different business risks.

In the course of the above, the candidate must:

- identify business risk and organisational policies and procedures for addressing identified risk
- analyse potential impact of risk for business and address risk according to organisational policies and procedures
- document risk mitigation processes taken according to organisational policies and procedures
- confirm and seek feedback on risk mitigation methods
- participate in discussions to minimise future risks in consultation with relevant personnel.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of business risks including:
  - strategic risks
  - compliance risks
  - financial risks
  - operational risks
- common sources of business risk
- techniques to manage business risks applicable to the industry
- functions and content of organisational risk management plan
- organisational policies and procedures for risk identification and mitigation.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations and standards relevant to business risks
- workplace documentation and resources for business risks.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS302 - Identify business risk](https://training.gov.au/units/BSBOPS302)

## BSBPEF301 - Organise personal work priorities

### Application of the Unit

This unit describes the skills and knowledge required to organise personal work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

The unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and implement a personal work plan.

In the course of the above, the candidate must:

- prepare a work plan according to organisational requirements and work objectives
- use technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work tasks and address contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from relevant personnel
- identify personal development needs and access, complete and record skill development and learning.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relevant to work tasks
- goals, objectives and key performance indicators for task within scope of job role
- methods to elicit, analyse and interpret feedback when communicating with other people in the workplace
- content of work plans including:
  - timeframes
  - tasks requirements
  - risks
  - contingencies for identified risks
- types of personal learning and professional development requirements
- principles and techniques of goal setting, measuring performance and time management
- signs and sources of stress and strategies to deal with stress in the workplace
- methods to identify and prioritise personal learning needs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- challenges and situations to demonstrate application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBPEF301 - Organise personal work priorities](https://training.gov.au/units/BSBPEF301)

## **BSBPMG430 - Undertake project work**

### **Application of the Unit**

This unit describes the skills and knowledge required to undertake a minor project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

The unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- undertake project work on a minor project or a section of a larger project.

In the course of the above, the candidate must:

- confirm the quality of project outcomes according to expectations of the organisation
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- project management tools
- types of documents and other sources of information commonly used in defining the parameters of a project
- mission, goals, objectives and operations of the organisation
- relevant legislation and regulations, including work health and safety (WHS) requirements, for project planning
- project management processes according to policies and procedures of the organisation and including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - risk management
  - recordkeeping
  - reporting.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBPMG430 - Undertake project work](https://training.gov.au/units/BSBPMG430)

# **BSBSTR301 - Contribute to continuous improvement**

## **Application of the Unit**

This unit describes the skills and knowledge required to support continuous improvement in an organisation. Particular emphasis is on actively encouraging teams to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

The unit applies to individuals who use initiative, and organisational and communication skills to influence the ongoing development of the organisation.

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

## **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate, monitor and support the continuous improvement of a work task for a team or work area.

In the course of the above, the candidate must:

- identify options and benefits for improvements
- address barriers to continuous improvement
- use analysis work performance to identify improvement opportunities
- use technology to monitor operational progress
- apply recordkeeping processes.

## **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles and techniques relating to:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- benefits and barriers to continuous improvement
- quality approaches that may be implemented in an organisation
- methods that can be used in continuous improvement
- organisational recording, reporting and recommendation processes.

## **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBSTR301 - Contribute to continuous improvement](https://training.gov.au/units/BSBSTR301)

# BSBWHS332X - Apply infection prevention and control procedures to own work activities

## Application of the Unit

This unit describes the skills and knowledge required to undertake work activities in compliance with organisational procedures that prevent and control infection. It involves implementing standard and transmission-based precautions, identifying infection hazards, and assessing and responding to infection risks.

The unit applies to all workers required to undertake their activities in compliance with the infection prevention and control procedures in place in their workplace.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- apply organisational infection prevention and control procedures to own work activities on at least three different occasions
- identify at least two different infection hazards, assess the risk they pose, and respond to each within scope of own role and responsibilities and according to organisational infection prevention and control procedures.

In the course of the above, the candidate must:

- demonstrate the use of required precautions and control measures, as required for own work activities
- confine at least one resource or piece of equipment that is suspected of being contaminated, according to organisational infection prevention and control procedures
- dispose of waste according to organisational infection prevention and control procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- nature and types of infection-related hazards in own work environment
- chain of infection:
  - source of infectious agent
  - mode of transmission
  - susceptible host and factors that increase susceptibility
- key modes of disease transmission – contact, airborne and droplet:
  - paths of transmission, including direct contact, aerosols and penetrating injuries
  - risk of acquisition
  - sources of infecting microorganisms, including persons who are carriers, in the incubation phase of the disease or those who are acutely ill

- precautions and control measures for infection hazards associated with own role and work activities, including standard and transmission-based precautions:
  - required personal health and hygiene, including:
    - checking and reporting indicators of own ill health
    - respiratory hygiene and cough etiquette
    - hand hygiene: procedures for hand washing and hand rubbing; and situations requiring the use of soap and water or alcohol-based hand rub
    - guidelines on maintaining fingernails and intact skin
    - guidelines on wearing jewellery and watches
    - social distancing measures
- organisational procedures relating to own role and work activities, including for:
  - identifying hazards associated with own work activities and workplace environment, including infection-related hazards
  - assessing risks associated with identified hazards, including determining the likelihood and severity of harm
  - reporting hazards that put self and others at risk, including infection hazards
  - identifying, sourcing and checking the serviceability of PPE required in own role and work activities:
    - eye protection: protective glasses or goggles
    - gloves
    - masks or face shields
    - protective clothing and footwear
  - completing incident reports
- organisational infection prevention and control procedures relating to own role, work activities and physical environment, including for:
  - escalating hazard prevention and control matters outside scope of own role
  - handling, transporting, reprocessing or processing resources and equipment used in the course of own work activities in a manner that:
    - prevents skin and mucous membrane exposure, contamination and transfer of pathogens
    - limits contamination of resources and equipment
    - controls the spread of infection
  - handling and disposing of waste relating to own work activities, including contaminated waste
  - environmental cleaning of own work area, including cleaning and disinfecting surfaces: procedures and specified schedules
  - confining contaminated resources and equipment to designated areas
  - confining workplace records and materials to clean areas
  - responding to exposure to infection of self or others, including to body fluids
- infection prevention and control protocols required by own work activities:
  - placing appropriate signs when and where appropriate
  - removing spills
  - separating and maintaining clean and contaminated areas
- manufacturer specifications relating to resources and equipment used and maintained in the course of own work activities.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- suitable facilities, equipment and resources, including:
  - organisational infection prevention and control procedures and guidelines
  - PPE suited to work role and job requirements
  - hygiene facilities and equipment relevant to workplace
  - waste disposal equipment suited to waste generated during work activities
  - areas for cleaning.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBWHS332X - Apply infection prevention and control procedures to own work activities](https://training.gov.au/units/BSBWHS332X)

# BSBOPS304 - Deliver and monitor a service to customers

## Application of the Unit

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

The unit applies to those who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate knowledge of customer service. They provide technical advice and support to customers over short or long-term interactions.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- deliver a service to at least three different customers, including:
  - using communication skills to establish rapport and build relationships with customers according to organisational requirements
  - identifying customer needs using appropriate questioning and active listening skills
  - providing customer service according to organisational requirements
  - responding to and recording customer feedback and action taken according to organisational standards, policies and procedures
  - producing a report which identifies and recommends ways to improve service delivery.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of customer service legislation and consumer law
- organisational policies and procedures relating to customer service, including complaints handling
- common forms of verifiable evidence that could be used to review customer satisfaction
- customer service standards and protocols for serving customers, including customers with specific needs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology required to gather and provide information and assistance to customers
- workplace documents, and organisational policies and procedures relating to customer service
- examples of customer complaints and feedback.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS304 - Deliver and monitor a service to customers](https://training.gov.au/units/BSBOPS304)

## **BSBOPS305 - Process customer complaints**

### **Application of the Unit**

This unit describes skills and knowledge required to handle complaints from customers.

The unit applies to those who apply a broad range of competencies and may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process at least three customer complaints relating to business operations.

In the course of the above, the candidate must:

- follow organisational procedures when referring and resolving complaints.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of legislation relating to customers including Australian Consumer Law and consumer guarantees
- communication techniques for handling customer complaints
- organisational policies, procedures and standards for processing complaints
- organisational escalation procedures and relevant personnel.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures relevant to customer complaints
- legislation and codes of practice relevant to customer complaints.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS305 - Process customer complaints](https://training.gov.au/units/BSBOPS305)

# **BSBXDB301 - Respond to the service needs of customers and clients with disability**

## **Application of the Unit**

This unit describes the skills and knowledge required to appropriately respond to the individual needs of customers or clients with disability, to maximise equal access to provided products or services.

This unit applies to front line personnel in service providers who interact with customers or clients with disabilities. Those undertaking this unit would work autonomously in a range of contexts whilst performing specific tasks, with supervisors available as an escalation point, if required.

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

## **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including evidence of the ability to:

- interact with a minimum of three different individual customers or clients with disability in compliance with organisational diversity and inclusion objectives and policies, codes of practice and behavioural guidelines and:
  - adjust communication styles within the service context, using verbal and nonverbal techniques to accommodate the individual capabilities, needs and preferences of customers or clients
  - interact through the use of assistive communication devices as directed by individual customers, support persons or specialist support providers
  - implement a person-centred service approach that focuses on individual customer or clients' expressions of their needs and preferences
  - provide support and access resources and services to address the needs of customers or clients within scope of own role and escalate to supervisor where required
  - refer to additional service providers to meet more complex individual customer or client needs
  - seek feedback on customer/client satisfaction with service.

Throughout this process, interaction with an individual's support person should only be undertaken as required.

## **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational policies, codes of practice and/or behavioural guidelines for:
  - interacting with customers or clients with disability
  - maintaining confidentiality, privacy and dignity for customers and clients
  - responding to customers and clients disclosing and/or sharing information about disability
- persons covered by the Disability Discrimination Act
- features of the social model of disability as compared to the medical model
- where barriers to access and communication within service contexts exist

- different communication methods and techniques that can be employed when interacting with customers or clients, including:
  - use of plain English in spoken and written communication
  - at least one other verbal and one other nonverbal communication method
  - at least two augmentative and alternative communication techniques appropriate to the service context and purpose of interaction
- inclusive language and person-first expressions to use when communicating with, or about, customers or clients with disability
- supports, services, resources, facilities and aids that can be accessed and utilised to meet individual customer or client needs
- principles and strategies of a person centred support approach
- additional disability support and service providers that can be referred to, to meet more complex individual customer or client needs.

### **Assessment Conditions**

The following conditions must be met for this unit:

Use of facilities, equipment and resources, including:

- a customer or client base or a simulated setting (where a workplace situation would be impractical, inappropriate or not possible), consisting of contact with a minimum of three individuals with differing disabilities
- workplace diversity and service policies and codes of practice
- organisational guidelines and codes of practice for provision of service to customers or clients with disability
- organisational products, services and/or supports

Industry operating conditions, including:

- challenges typical in work to support customers or clients with disability
- a minimum of three opportunities for real service interactions with customers or clients, either face to face or through other formats for service interaction, such as telephone and email.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards to AC.

More details about this Unit of Competency can be found on [training.gov.au - BSBXDB301 - Respond to the service needs of customers and clients with disability](https://training.gov.au/units/BSBXDB301)

## ICTSAS305 - Provide ICT advice to clients

### Application of the Unit

This unit describes the skills and knowledge required to provide information and communications technology (ICT) advice and support to clients, including the communication of comprehensive technical information.

It applies to frontline technical support individuals who work under a level of supervision but have responsibility for providing technical support.

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

### Performance Evidence

Evidence of the ability to:

- investigate client support requests and provide a documented solution after consultation with client
- convey comprehensive technical information to clients in a clear, concise, jargon-free and coherent manner
- use technical manuals and 'help' documentation.

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 describe the available in-house and vendor support
- explain contract and service agreements with vendors
- identify features of different types of hardware supported by the organisation
- identify sources of information relevant to the provision of services and support
- identify operating system:
  - functions and basic features
  - supported by the organisation
- identify and describe security and network guidelines and procedures
- identify the advanced features of software, including the functions and support provided by the organisation.

### Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems administration and support field of work and include access to:

- peers and supervisors for obtaining information
- relevant information sources
- technical records and documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

More details about this Unit of Competency can be found on [training.gov.au - ICTSAS305 - Provide ICT advice to clients](https://training.gov.au/units/ICTSAS305)

## SIRXCEG002 - Assist with customer difficulties

### Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to solve customer problems and use techniques to deal with customer difficulties.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

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

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to appropriately respond to four customer difficulties that individually or cumulatively involve:
  - customer complaint
  - dissatisfied customer
  - product or service issue
  - product or service refunds
- demonstrate the appropriate steps for responding to two of the following difficult customers:
  - customers that are unable to be pacified
  - customer displaying verbal aggression
  - customer displaying threatening behaviour
  - drug or alcohol affected customer.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - processing refunds and exchanges
  - resolving customer complaints
  - recording customer complaints
  - dealing with difficult customers:
    - customers that are unable to be pacified
    - customer displaying verbal aggression
    - customer displaying threatening behaviour
    - drug or alcohol affected customer
  - escalated customer complaints
- techniques for:
  - identifying customer dissatisfaction
  - preventing escalation of customer complaints
  - resolving complaints to maintain brand integrity
  - communicating with dissatisfied customers

- commercial impacts of:
  - cost of refunds and exchanges
  - loss to business resulting from customer dissatisfaction
  - negative word of mouth
- value and role of customer feedback in improving service delivery
- key aspects of consumer protection laws relevant to the selling of products and services:
  - organisational responsibilities and rights
  - customer rights
  - refunds and exchanges
- common causes of customer difficulties.

### Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - processing refunds and exchanges
    - resolving customer complaints
    - recording customer complaints
    - dealing with difficult customers:
      - customers that are unable to be pacified
      - customer displaying verbal aggression
      - customer displaying threatening behaviour
      - drug or alcohol affected customer
  - escalated customer complaints
  - current plain English regulatory documents distributed by government regulators outlining key aspects of consumer protection laws
- customers with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au](https://training.gov.au) - [SIRXCEG002 - Assist with customer difficulties](#)

## SIRXCEG005 - Maintain business to business relationships

### Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to develop and maintain relationships with business customers by identifying customer needs and improving outcomes.

It applies to individuals working in customer service roles in a diverse range of wholesale businesses. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

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

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- build sustainable relationships with two business customers, and for each customer:
  - identify specific needs
  - determine options to meet needs
  - select and use communication strategies suited to the customer
  - confirm trading terms according to organisational policies and procedures.
  - develop and document activities for improved customer outcomes and relationship.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- factors that impact business to business relationships
- interpersonal communication techniques that facilitate:
  - building sustainable relationships with business customers
  - consultation on needs
  - negotiation
  - presentation
- sources of information on:
  - product and supply arrangements for customers
  - current and future trends
- different types of promotional activities and their features in a business to business context
- factors that impact trading terms:
  - continuous improvement
  - due diligence requirements
  - infrastructure and capital outlay requirements
  - intellectual property and technology rights
  - market position

- organisational systems integration and compatibility
- planning cycles and timing
- risk sharing
- supply chain management
- agreed terms and conditions
- key aspects of legislation that impact sales work in a business-to-business context including Australian Consumer Law.

### **Assessment Conditions**

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of product information
- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- forecasts for current and future market trends
- business customers with different requirements; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - SIRXCEG005 - Maintain business to business relationships](https://training.gov.au/units/SIRXCEG005)

# SIRXMKT001 - Support marketing and promotional activities

## Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to support the implementation of marketing and promotional activities.

It applies to individuals working in frontline sales roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

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

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support the implementation of one marketing or promotional activity by:
  - accessing organisational marketing plan and determining activity requirements and own responsibilities
  - displaying and maintaining activity resourcing and materials
  - communicating activities to customers.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role
- promotional and marketing resourcing
- techniques for supporting the achievement of marketing and promotional objectives
- techniques for communicating and promoting marketing and promotional activities to customers.

## Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role
- marketing or promotional plans.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - SIRXMKT001 - Support marketing and promotional activities](https://training.gov.au/units/SIRXMKT001)

## SIRXOSM003 - Use social media and online tools

### Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to implement the use of social media and online platforms for organisational purposes. It requires the ability to identify the objectives for online communications, create and post relevant content to promote engagement with the organisation, and to engage professionally with customers.

It applies to individuals who work at an operational level. They use discretion and judgement to take responsibility for work outcomes but actions are guided by plans, policies and procedures, supervisors and managers. Although an operational function, it can apply to small business owner operators who are responsible for a range of functions.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- utilise three different types of social media or online platforms for organisational communications
- create and post content for six different communications and collectively use at least three different types of media files
- create and post content for a further two communications for a targeted social media or online campaign and determine links that could be used to external sites
- monitor customer engagement with posts and respond professionally to customer communications covering:
  - two positive comments
  - two negative comments
  - two questions
  - two complaints
- respond to two issues of complaint or negativity that require escalation to relevant personnel.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation's core activities and customer base
- different organisational purposes for use of social media and online platforms:
  - exposure through social media activity
  - building brand awareness, loyalty and an online community
  - marketing and advertising
  - information dissemination
  - promoting special offers and events

- popularity of different categories and reach of particular brands of social media platforms and their key audiences
- organisational guidelines, policies and procedures for:
  - content
  - online customer service including complaints resolution
  - privacy
  - gaining consent to publish information about others and their images
  - monitoring customer activity
- characteristics of well written, appealing content for different social media platforms
- functions of different social media and online platforms and how to use these to:
  - write and format text
  - upload different file types including text, PDF, photographs, videos, audio files
  - create active links
  - monitor customer activity
  - activate and respond to alerts
  - respond to customer commentary
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts
- types of standard customer responses and when these might be used.

### **Assessment Conditions**

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer and supervisor communication
- computers or mobile devices and general software programs used to produce and schedule content
- a range of social media and online platforms with access to functions used by organisations; these can be those used by a workplace or those established by a training organisation for the purpose of assessment
- sample organisational guidelines, policies and procedures for:
  - content
  - online customer service including complaints resolution
  - privacy
  - gaining consent to publish information about and images of others
  - monitoring customer activity.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

More details about this Unit of Competency can be found on [training.gov.au - SIRXOSM003 - Use social media and online tools](#)

# SIRXPDK001 - Advise on products and services

## Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

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

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties
  - ingredients or materials contained in product

- origins
- alternative products and services
- complementary products and services.

### **Assessment Conditions**

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a product or service range
- sources of product information
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  - price lists
  - organisational policies and procedures relevant to product and service advice
- customers; these can be:
  - customers in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - SIRXPDK001 - Advise on products and services](https://training.gov.au - SIRXPDK001 - Advise on products and services)

## **BSBFIN301 - Process financial transactions**

### **Application of the Unit**

This unit describes skills and knowledge required to prepare, process and maintain financial transactions and to reconcile outstanding accounts.

The unit applies to individuals employed in a range of work environments supporting the accounting functions of an organisation. They may provide administrative support in an organisation or be members of staff, who have been delegated accounting responsibilities.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process four different financial transactions for a reporting period.

In the course of the above, the candidate must:

- enter data into journal and subsidiary ledger system
- develop reconciliation reports from cash journals
- reconcile subsidiary ledger system with journal or general ledger data
- report outstanding accounts
- review credit terms.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation and regulations, standards and codes of practice affecting business financial operations
- types of financial transactions
- cash journals
- general ledger
- accuracy and authorisation requirements for source documents
- key features of organisational accounting systems and procedures
- procedures for checking for errors or discrepancies in financial transactions
- preparation of reconciliation report and schedules of accounts
- organisational policies and procedures for communication related to outstanding debtors
- credit terms according to credit policies and procedures
- applicable accounting standard related to outstanding debtors.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers
- workplace reference materials including procedural manuals and company policies.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBFIN301 - Process financial transactions](https://training.gov.au/units/BSBFIN301)

## **BSBFIN302 - Maintain financial records**

### **Application of the Unit**

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling systems for debtors and creditors, preparing and maintaining a general ledger and trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

The unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise or may be other members of staff with delegated responsibilities relating to maintenance of general financial records.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- record and process daily transactions for five different days, and identify and respond to discrepancies and errors, according to accounting principles.

In the course of the above, the candidate must:

- enter, transfer and record financial data.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards that may affect both:
  - financial record keeping
  - aspects of financial operations
- key components of organisational accounting systems and procedures
- procedures for checking for errors or discrepancies
- organisational policies and procedures relating to maintaining financial records
- types of financial entries including credits and debits
- tax records required to be kept by businesses
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data
- processes for rectifying or referring discrepancies or errors in documentation or transactions to designated persons according to organisational and legislative requirements
- accounting software used in the maintenance of financial records.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- examples of source documents relating to financial record keeping including source journals and daily transactions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBFIN302 - Maintain financial records](https://training.gov.au/units/BSBFIN302)

# BSBHRM416 - Process payroll

## Application of the Unit

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

The unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise or may be other members of staff who have been delegated payroll responsibilities.

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

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process payroll for an organisation or work area on at least three occasions.

In the course of the above, the candidate must:

- respond to routine payroll enquiries
- refer enquiries outside area of responsibility to an appropriate authority.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- relevant organisational policies and procedures
- key features of different types of payroll systems
- processes associated with Single Touch Payroll (STP).

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources relevant to performance evidence
- payroll data (samples or actual).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBHRM416 - Process payroll](https://training.gov.au/units/BSBHRM416)

## **BSBINS202 - Handle receipt and dispatch of information**

### **Application of the Unit**

This unit describes the skills and knowledge required to receive and distribute incoming information, and to collect and despatch outgoing information using both digital and non-digital methods.

The unit applies to those who perform a range of routine tasks in the workplace, using a limited range of technological and practical skills and knowledge of information handling under direct supervision or with limited individual responsibility.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- receive and distribute incoming information according to organisational policies and procedures, on at least two occasions
- despatch and register outgoing information according to organisational policies and procedures, on at least two occasions.

In the course of the above, the candidate must:

- check all details routinely, including addresses, numerical information, and spelling
- seek clarification from relevant stakeholders and apply correct addressing protocols for despatch.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relating to receipt and despatch of information
- roles and locations of relevant organisational personnel
- key aspects of organisational information items management systems and security and confidentiality procedures.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- samples of information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBINS202 - Handle receipt and dispatch of information](https://training.gov.au/units/BSBINS202)

## **BSBOPS301 - Maintain business resources**

### **Application of the Unit**

This unit describes the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

The unit applies to those who apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide some technical advice and support to a team.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- maintain at least three business resources.

In the course of the above, the candidate must:

- collect and record data on resource use
- evaluate use of resources according to organisational requirements
- monitor resource use over defined and operational timeframes
- comply with organisational policies while using resources.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of legislation relating to maintaining business resources
- organisational resource acquisition policies, plans and procedures
- organisational requirements for handling resources including:
  - acquiring resources
  - storing resources
- organisational procedures for record keeping and filing systems, security and safe recording practices.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational resource use data.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS301 - Maintain business resources](https://training.gov.au/units/BSBOPS301)

## **BSBOPS303 - Organise schedules**

### **Application of the Unit**

This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organisation. It involves using manual and electronic diaries, schedules and other appointment systems.

The unit applies to those employed in a range of work environments who provide administrative support to teams and individuals.

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

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage appointments and diaries for at least three personnel within an organisation
- schedule at least five appointments according to requirements, availability of attendees, timelines and diary commitments.

In the course of the above, the candidate must:

- record appointments according to organisational policy and procedures
- assess the functionality of scheduling systems
- develop and implement solutions to improve future scheduling engagements.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational requirements for managing appointments for personnel in the organisation
- range of appointment scheduling systems and their features that could be used when organising schedules.

### **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- range of diaries, planners and calendars to record and schedule appointments, including digital resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBOPS303 - Organise schedules](https://training.gov.au/units/BSBOPS303)

## BSBPUR301 - Purchase goods and services

### Application of the Unit

This unit describes the skills and knowledge required to determine purchasing requirements and make and receive purchases.

It applies to individuals who work under a level of supervision and who conduct low risk, low expenditure purchasing for an organisation using established and documented purchasing strategies. Individuals may be working in a small organisation with general responsibility for conducting purchasing within an organisation, or they may be a purchasing specialist working in a large organisation. Some judgement may be required to make decisions about purchasing strategies.

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

### Performance Evidence

Evidence of the ability to:

- obtain quotes from prospective suppliers
- select appropriate purchasing methods
- receive, check and document purchases.

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 organisation policy and procedures relating to:
  - purchasing strategies
  - recordkeeping systems related to purchasing and assets
  - standard contracting arrangements
- explain purchasing and procurement principles for:
  - accountability
  - probity and transparency
  - risk management
  - value for money.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures
- purchasing strategies and relevant purchasing records
- office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

More details about this Unit of Competency can be found on [training.gov.au - BSBPUR301 - Purchase goods and services](https://training.gov.au/units/BSBPUR301)

## **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 BSB 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 IN THE PROJECT MANAGEMENT INDUSTRY**

Assessment in the Project Management Industry is distinctive in the following:

- Development and assessment of the fundamental skills is essential for business employers. This means that careful attention must be paid to the language, literacy and numeracy requirements of the Units of Competency, the knowledge and skill requirements and the Key Competencies as they are expressed in the unit. The Key Competencies are required assessable components of units in the Business Services Training Package.
- In order for people to develop lifelong learning attributes, and to support effective assessment strategies, individuals need to be given opportunities for self-assessment and for the gathering of evidence to contribute to the overall assessment of their competency.
- Up-front assessment for the purposes of recognition, personal feedback and further learning, and efficient program planning is a feature of this Training Package. This is facilitated by the presence in the Business Services Training Package of units of competency designed expressly to assess skills against competency, plan learning programs and career development.

### **ASSESSMENT IN A SIMULATED ENVIRONMENT**

Units of Competency in the Business Services Training Package may be assessed in the workplace or in a simulated environment. Simulated environments are required for competency assessments in business because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the expression of the competency required
- conducting assessments may be disruptive to work requirements
- it is sometimes appropriate to practice skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulations may be used and are often indicated, the Assessment Guidelines for the Business Services Training Package indicate the characteristics of a successful simulation.

## **ASSESSMENT TOOLS FOR BSB40920 - CERTIFICATE III IN BUSINESS**

The assessment tools developed by ASTC for the units of competency are as follows:

<b>Unit Type</b>	<b>Unit of Competency</b>	<b>Unit Description</b>	<b>AT1 Workbook Activities</b>	<b>AT2 Oral/Written Questions</b>	<b>AT3 Project/ AT4 Supervisor Report</b>
Core	BSBCRT311	Apply critical thinking skills in a team environment	✓	✓	✓
Core	BSBPEF201	Support personal wellbeing in the workplace	✓	✓	✓
Core	BSBSUS211	Participate in sustainable work practices	✓	✓	✓
Core	BSBTWK301	Use inclusive work practices	✓	✓	✓
Core	BSBWHS311	Assist with maintaining workplace safety	✓	✓	✓
Core	BSBXCM301	Engage in workplace communication	✓	✓	✓
Elective	BSBDAT201	Collect and record data	✓	✓	✓
Elective	BSBOPS306	Record stakeholder interactions	✓	✓	✓
Elective	BSBTEC201	Use business software applications	✓	✓	✓
Elective	BSBTEC202	Use digital technologies to communicate in a work environment	✓	✓	✓
Elective	BSBTEC301	Design and produce business documents	✓	✓	✓
Elective	BSBTEC302	Design and produce spreadsheets	✓	✓	✓
Elective	BSBTEC303	Create electronic presentations	✓	✓	✓
Elective	BSBTEC404	Use digital technologies to collaborate in a work environment	✓	✓	✓
Elective	BSBWRT311	Write simple documents	✓	✓	✓
Elective	BSBXCS301	Protect own personal online profile from cyber security threats	✓	✓	✓
Elective	BSBXCS302	Identify and report online security threats	✓	✓	✓
Elective	BSBXCS303	Securely manage personally identifiable information and workplace information	✓	✓	✓
Elective	BSBESB302	Develop and present business proposals	✓	✓	✓
Elective	BSBESB401	Research and develop business plans	✓	✓	✓
Elective	BSBOPS302	Identify business risk	✓	✓	✓
Elective	BSBPEF301	Organise personal work priorities	✓	✓	✓
Elective	BSBPMG430	Undertake project work	✓	✓	✓
Elective	BSBSTR301	Contribute to continuous improvement	✓	✓	✓
Elective	BSBWHS332X	Apply infection prevention and control procedures to own work activities	✓	✓	✓
Elective	BSBOPS304	Deliver and monitor a service to customers	✓	✓	✓
Elective	BSBOPS305	Process customer complaints	✓	✓	✓
Elective	BSBXDB301	Respond to the service needs of customers and clients with disability	✓	✓	✓

Elective	ICTSAS305	Provide ICT advice to clients	✓	✓	✓
Elective	SIRXCEG002	Assist with customer difficulties	✓	✓	✓
Elective	SIRXCEG005	Maintain business to business relationships	✓	✓	✓
Elective	SIRXMKT001	Support marketing and promotional activities	✓	✓	✓
Elective	SIRXOSM003	Use social media and online tools	✓	✓	✓
Elective	SIRXPDK001	Advise on products and services	✓	✓	✓
Elective	BSBFIN301	Process financial transactions	✓	✓	✓
Elective	BSBFIN302	Maintain financial records	✓	✓	✓
Elective	BSBHRM416	Process payroll	✓	✓	✓
Elective	BSBINS202	Handle receipt and dispatch of information	✓	✓	✓
Elective	BSBOPS301	Maintain business resources	✓	✓	✓
Elective	BSBOPS303	Organise schedules	✓	✓	✓
Elective	BSBPUR301	Purchase goods and services	✓	✓	✓

Assessment Tool:	Type of assessment:	What is assessed:
Activities AT1	<b>Formative assessment</b>	<p>The <b>underpinning knowledge</b> required to undertake the tasks, as outlined in the elements and performance criteria.</p> <p>Formative assessments will be completed progressively as participants work through their training.</p> <p>Trainer / assessors will determine how and when these activities should be completed.</p>
Questions AT2	<b>Summative assessment</b>	<p><b>Required knowledge</b> – evidence collected in response to the theory questions will support participants’ competence with regard to the required knowledge.</p>
Projects AT3	<b>Summative assessment 2</b>	<p>Required skills to undertake the tasks outlined in the elements and performance criteria – evidence to support judgement of satisfactory performance should be collected as a result of practical demonstration.</p>
Third party report (in workplace) AT4	<b>Supplementary evidence</b>	<p><b>Required skills</b> to undertake the tasks outlined in the elements and performance criteria.</p> <p>The third party report allows trainer / assessors to evaluate evidence which is collected in work situations or contexts when it is not practical for them to collect the evidence themselves.</p> <p>It is an optional, practical tool for collecting performance evidence over a period of time and in different contexts.</p> <p>Trainer / assessors should refer to the AT3 Instructions for specific information about third party evidence collection.</p> <p>A third party should be someone who can interact with and observe the participant on a regular basis. Preference should be given to the participant’s manager or direct supervisor; however if this is not viable, a suitably experienced / qualified work colleague might act as a third party.</p>

### 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.**

# 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](mailto: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:

Smart and Skilled

Skilled Capital

Fee Paying