



This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Employment Outcome

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Customer service adviser
- Data entry operator
- General clerk
- Payroll officer
- Receptionist
- Word processing operator

Duration

This program is a full-time course completed over a period of 26 weeks.

Tuition Nominal Hours of Duration = 388 hours

Intensive program is delivered over a period of 3 months with attendance 3 days per week and one day per week in the business environment.

Packaging Rules

The successful assessment outcome for issuance of a full qualification to achieve BSB30115 Certificate III in Business is a total of 12 units of competencies.

Who may apply

The target group for this qualification is potential new entrants to the industry who require skills in the business services sector, which may include:

- Existing business workers wanting to increase their formal business skills and knowledge as they relate to their area of employment.
- Unemployed persons seeking employment in business in particular the business of childcare facilities

Pathways

- After achieving the BSB30115 Certificate III in Business, candidates may undertake the BSB40215 Certificate IV in Business, or a range of other Certificate IV qualifications.

Entry Requirements

There are no entry requirements for this qualification.

Course Prerequisites

There are no prerequisite requirements for individual units of competency. However, the subjects require a degree of maturity and commitment with students being involved extensively in practical demonstration and simulated sessions.

Unit Code	Unit of Competency Title
BSBWHS302	Apply knowledge of WHS legislation in the workplace (Core Unit)
BSBPRO301	Recommend products and services
BSBADM311	Maintain business resources
BSBCMM301	Process customer complaints
BSBCUS301	Deliver and monitor a service to customers
BSBDIV301	Work effectively with diversity
BSBFIA301	Maintain financial records
BSBFLM303	Contribute to effective workplace relationships
BSBFLM305	Support operational plan
BSBFLM306	Provide workplace information and resourcing plans
BSBFLM309	Support continuous improvement systems and processes
BSBFLM311	Support a workplace learning environment

Recommended Texts

SmallPrint workbooks, Resource Manuals

Business Administration and Supervision, Kris Cole, (2004) ISBN 1-74091-041-9

Developing Office Skills 4th Edition, Kerr & Yates, Pearson Education 2000, 0-7339-0549-8

Competency Based Training and Assessments

Competency is the possession and application of both knowledge and skills to defined standards, expressed as outcomes that correspond to relevant workplace requirements and other vocational needs. It focuses on what is expected of the person in applying what they have learned and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Assessment Arrangements:

Formative, summative and integrative assessments are given to test the essential knowledge and practical skills of learners. These assessments may include:

- Assignment, Project, Research Report
- In Class Activities,
- Written Test, Exam, Questioning, Multiple Choice, T/F
- Observation, Practical Demonstration, Presentation, Oral Questioning
- Scenario/ Case Study & Problem Solving Activities

- Simulation/Role Play
- Third Party Report
- Recognition (RPL)

Assessment Result Definitions

Students must gain a competent result in all assessment activities to achieve the qualification.

Competent - At the time of assessment, this participant consistently met all requirements of this course as detailed in the appropriate national competencies.

Not Yet Competent - At the time of assessment, competence cannot be displayed in this aspect of the course.

Training Delivery

Institution Based, Face to Face Delivery Arrangements

Structured Formal Training will be held in a designated classroom at 117 Banksia Road, Greenacre NSW 2190 or at pre-booked AOT venue.

- Students are expected to attend all scheduled training sessions with correct books, handouts etc.
- Students are expected to undertake reading and research activities in conjunction with the delivery of face-to-face theory and practical sessions.
- Activities involve small groups and individual activities performed in the classroom or simulated environment under direct supervision and are provided for all students.
- Students are provided with training manuals and activities books for each (or cluster of) units, which include all materials required to be used in the learning environment as well as examples of best practice in the children's services industry.
- Students may be required to purchase a required textbook; this will be clearly indicated to students at the time of enrolment.
- The qualification will be delivered through a mix of off-the-job training comprising theory and practice with work based opportunities for application of skills and knowledge.
- Each theory unit of competency studied is followed by a practical assessment. Upon completion and provided the applicant has met the assessment criteria, will be deemed competent in the unit of competency.

Practical Sessions will be held in a fully equipped office at 117 Banksia Road, Greenacre NSW 2190

- Students will be required to participate in practical skills learning and participation is assessed on a daily basis
- Students will use the equipment and tools set out by AOT.

Unpaid Work Placement – there is no work placement for this course.

Assessment Only Delivery

Subject Modules can also be used to assist RPL, RCC or assessment only delivery pathway. Recognition of Prior Learning or RPL pathways is taken by students by providing evidence that they meet the skills and knowledge to the standards required for this course.

- RPL is offered to all students prior to commencement of the course.
- RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.
- The RPL process may involve a practical demonstration and role play scenario based questioning, wherein students will be required to pay a Challenge Test for the units being assessed.
- For those units where the participant cannot provide evidence to the standards required, the participant has the option to study individual units.

- While the main responsibility is with the students, a children's services Trainer and Assessor will be available to support students by phone and email.

Employment Based Delivery Mode

Work Based Delivery for traineeships is provided by the employer in the workplace. AOT assists the employer in gathering evidence of competency by providing monitoring tools to be completed by the trainee and signed off by the employer.

These tools include:

- Trainee Record Book
- Reflective diaries on the participant's duty statements
- Ongoing monitoring and assessment visits conducted throughout the period of the traineeship and telephone support by Traineeship Coordinator to ensure that the learning contributes towards the agreed work outcomes
- Additional structured qualification training is delivered by AOT and training may be delivered off the job or in the workplace. Combinations of off and on-the-job learning and assessment will be offered.
- For each unit, Students are provided with training manuals and activities books for each (cluster of) units, which include all materials used in training sessions, assessment materials (other than tests)
- Students may be required to purchase required textbooks.
- The Trainer or Assessor conducts at least 8 workplace visits for the duration of the traineeship and liaises closely with the trainee and the employer to fulfill the requirements of the traineeship.

Distance Based Delivery Mode

Modules are designed to support Flexible Individualized delivery to meet specific needs of various client groups including students who are interested in completing the course unit by unit.

- Fewer hours are anticipated for existing employees depending on outcomes of skills audits and for those who already possess the Certificate III
- Students with disabilities, learning difficulties or from non-English speaking Backgrounds (NESB) may require additional learning support and hours of delivery

Resources for Learning and Assessment

All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the BSB07 Business Services Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the www.training.gov.au website.

All staff (including full time, part time and casual) involved in delivering the program has access to trainer, assessor and student support materials relevant to their areas of delivery and assessment.

All assessors have access to print and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students

AOT has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)

AOT has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.

Delivery and Assessment Staff

A qualified Facilitator and Assessor who will perform the assessments must possess the following:

- TAA40101 Certificate IV in Training and Assessment or TAE40110 Certificate IV in Training and Assessment or equivalent
- BSB30115 Certificate III in Business, or higher
- At least three years of vocational industry experience
- At least three years of evidence of current and continuous professional development

Industry consultation

This course program was created in consultation with various industry groups and establishments. Consultation was conducted in various ways such as face to face meetings, phone consultations, email correspondence, getting updates from newsletters and attending seminars.