



Using BSB07 Creatively

Responding with the Business Services Training Package

Navigating the BSB07 Business Services Training Package
Version 6.0

Shea Business Consulting
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Modifications

This guide has been updated to reflect changes in version 6.0 of the BSB07 Business Services Training Package (released November 2011), as well as other changes that have occurred within the vocational education and training (VET) sector over the past three years.

This guide was originally quality assured and *noted* by the National Quality Council (NQC), and it therefore displays the official *noted tick* logo. The changes made to this version (1.5) are minor in nature and reflect our commitment to continuous improvement processes.

Disclaimer

No patent liability is assumed with respect to the use of the information contained herein. While every precaution has been taken in the preparation of this work, the publisher and the authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein. This work has been prepared for use as part of a structured vocational education and training course and should only be used within that context. The information contained herein was correct at the time of preparation. Documents sourced during the development of this Guide are listed on page 67.

Acronyms

ANZSCO	Australian and New Zealand Standard Classification of Occupations
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASQA	Australian Skills Quality Authority
DEEWR	Department of Education, Employment and Workplace Relations
IBSA	Innovation and Business Skills Australia
NATESE	National Advisory for Tertiary Education, Skills and Employment
NSSC	National Skills Standards Council
NVR	National VET Regulator
OHS	Occupational Health and Safety
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SCOTese	Standing Council on Tertiary Education, Skills and Employment
SNR	Standards for NVR Registered Training Organisations
STA	State/Territory Training Authority
TGA	Training.gov.au
VEA	Virtual Enterprise Australia
VET	Vocational Education and Training

Symbols

The following symbols are used throughout this Guide:



Important points



Useful activities



Useful resources



Valuable checklists

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Additional BSB07 Resources

The Guide is part of a suite of resources developed by Shea Business Consulting to support the BSB07 Business Services Training Package. Other resources in this series include the following:

Resource Title	Hard Copy	Hard Copy with CD-ROM
Using BSB07 Creatively Responding with the Business Services Training Package	✓	
BSB20107 Certificate II in Business A Guide to Training and Assessment Activities	✓	✓
BSB30110 Certificate III in Business A Guide to Training and Assessment Activities	✓	✓
BSB30407 Certificate III in Business Administration A Guide to Training and Assessment Activities	✓	✓

If you would like to order a copy of any of the above, contact:

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You are invited to use the *Continuous Improvement Form* on page 73 to identify changes that you think would improve this Guide.

Who is this Guide for?

1. Teachers and assessors of business skills programs
2. Program managers, heads of departments and people responsible for planning courses and learning and assessment strategies in the scope of Business Services or who may wish to utilise Business competencies in other industry Training Packages
3. Business development managers and planners seeking to find new business opportunities
4. Any person seeking to gain a better understanding of Australia's training system.

Acknowledgement

This resource was developed by Lyndon Shea and Sherinda Shea of Shea Business Consulting, with some sections prepared by Andrew Jones and Renika Muthaya of **purple infinity**.



1. The Big Picture

Introduction

This Guide outlines the purpose of the BSB07 Business Services Training Package. It treats the Training Package as a business tool that you can use to meet the needs of clients, both learners and organisations. You will find special emphasis on teaching and assessing employability skills, interpreting competency and relating skill sets to careers. You can also use this Guide to support the unit *TAEDS402A Use training packages and accredited courses to meet client needs* from the Training and Education Training Package.

Purposes of the Training Package

The purposes of the BSB07 Business Services Training Package are wide and varied; here your authors summarise them as:



Smart young things

To serve individuals with the sorts of skills and attributes they will need to have a diverse and successful working life.



Show how it works

To provide businesses and organisations with people who have a compendium of skills, techniques, habits and talents that will meet their highest expectations.



Dare to be different

To encourage Registered Training Organisations (RTOs) to prepare learners with an optimal employability mix.



Tailoring the solution

To enable RTOs to prepare training programs for businesses that include precisely what the businesses want and need.



Credit where it's due

To facilitate the recognition of skills, experience and wisdom that people have gained in their lives.



The full kit and caboodle

To provide businesses with a tool that not only identifies the skills they require, but analyses, plans, recruits, inducts, develops and extends their talent base.



Useful everywhere

To provide all industries with generic business competencies that can support the skills they need in particular applications and cultures.



A change agent

To promote a dynamic business environment where workers understand their responsibility to delight customers, to be alert, to contribute ideas, to show how things can be done smarter, to work towards team goals and to share the excitement of doing a first class job.

History of the Training Package

In 2001 the Business Services Training Package appeared, and for the first time a full set of business qualifications (created directly from industry advice) were nationally available. More importantly, the qualifications were not restricted to the business services sector, but had been designed to cover business activities in all industry sectors and within all types of organisations.

The rationale for a Business Services Training Package was visionary:

- to create a single set of national business qualifications
- to rationalise the confusing plethora of existing business courses
- to update and improve the quality and consistency of business-related training
- to provide competencies that could be used to plan staffing needs, guide recruitment and induction processes, facilitate performance appraisals and inform professional development
- to provide a competency framework for higher level skills
- to allow for a large scale program of skills recognition in businesses
- to encourage self-assessment and continuous learning in Australian workplaces.



The first Business Services Training Package was different. It was developed later than many other national Training Packages and therefore had the benefit of hindsight, learning from past developmental experiences. It also received substantial input from training providers (both public and private), which was a new and necessary approach to Training Package design.

Structure of the Training Package

Version 6 of the BSB07 Business Services Training Package was endorsed in October 2011 and released in November 2011, and it comprises:

- 58 qualifications
- 25 skills sets
- 589 units of competency (including 53 imported units).



While the Package has the advantage of being broadly comprehensive (by containing an array of skills needed in the world of work), it has the disadvantage of being cumbersome and difficult to deal with. This Guide provides the tools to make BSB07 easier to understand, navigate and use.

Units of competency are grouped into 13 *Broad Competency Fields* and 50 *Specific Competency Fields*. This enhances the flexibility of the BSB07 qualifications, making them more applicable to a broader range of business contexts. The table overleaf outlines this structural approach. While most of the specific competency fields correspond to qualifications, some do not. For instance, there are several groupings of *information technology* units that can be used in many different qualifications, but there are no corresponding *information technology* qualifications in the BSB07 Training Package. Similarly, while there are no qualifications in *creativity, diversity, information management, relationship management* and *research*, the allied competency fields contain units that address these areas.



Big Picture Checklist

It is worth taking time-out to check your understanding of the big picture. Before moving to the next section, you should be able to tick all of the following:

- Have you clarified the purpose of the BSB07 Business Services Training Package?
- Do you understand the structure of the Training Package (involving *broad* and *specific competency fields*)?
- Have you explored flexible learning options for the BSB07 Training Package?

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2. Understanding Business Competency

The Many Uses of Business Competencies

Because competency is a way of analysing and understanding the work we perform in all types of business, it follows that competencies can be used for a range of purposes in the workplace. In this table, the authors expand on the potential range of uses for BSB07. You may find even more...

Purpose	Description
Job Documentation	Job descriptions, duties, role definitions, lines of responsibility and reporting, key selection criteria, required skills, knowledge and experience – all these ways of analysing work roles contribute to the construction of competency. Job documentation can be substantially enhanced by identifying the particular units of competency required to perform specific work and creating competency profiles for specific jobs.
Recruitment	It is relatively rare to find competencies quoted in job advertisements. However, a competency profile for a job is a good way to ensure that advertisements are comprehensively and properly worded. It is always useful to include a competency profile in the documentation provided to potential applicants, and competencies can also play a useful role in selection, because their outcome statements are expressed in ways that can be easily and fairly evaluated.
Work Flow Analysis	This is a way of tracking the chain of value-adding through an organisation. Identifying the competencies required to add value is an integral step in planning where process improvements are needed, how they can be achieved and what actions are required to bring them about.
Workforce Planning	Workforce planning is the organisation of business capability to facilitate future plans relating to improvement, growth, development, diversification and responses to competition and threats. Competencies provide excellent tools to use in analysing the future profile of an organisation to direct its development and recruitment activities.
Performance Appraisal & Improvement	When planning performance appraisal systems, it is worthwhile creating a competency profile for jobs to help in defining the outcomes you want people to achieve. Units of competency contain performance criteria that have been designed to be evaluated and can be used for considering whether an outcome has been achieved. These can also be used to identify strategies that might be negotiated to improve performance.
Training Needs Analysis	Conducting a training needs analysis entails investigating and analysing data and providing advice to an organisation regarding its identified training needs. It is useful and convenient to be able to express these needs in terms of competencies that correspond to the discovered training requirements of the organisation.
Skills Recognition	Providing formal recognition to people who have experience and who have developed skills and capabilities over the years is an excellent way of motivating people and encouraging them to continue on a learning pathway. Business competencies are excellent tools for formal recognition processes.
Creating Training Programs	Clusters of business competencies (or single units) are utilised to form the outcomes of training programs, whether the setting for that learning is in the workplace or a training environment.

What is Business Competency?

Business competency is a way of identifying the attributes a person requires to do a job (or some aspects of a job). It is a standardised way of documenting job roles and is expressed in units of competency (which are the basic components of national vocational qualifications).

Some people believe competency is too task-oriented, simplistic and mechanical to capture the subtlety and complexity of modern work. While some industry competencies do conform to this stereotype, the business competencies do not. This Guide will reveal that many aspects of business competencies are as diverse and demanding as the work itself.

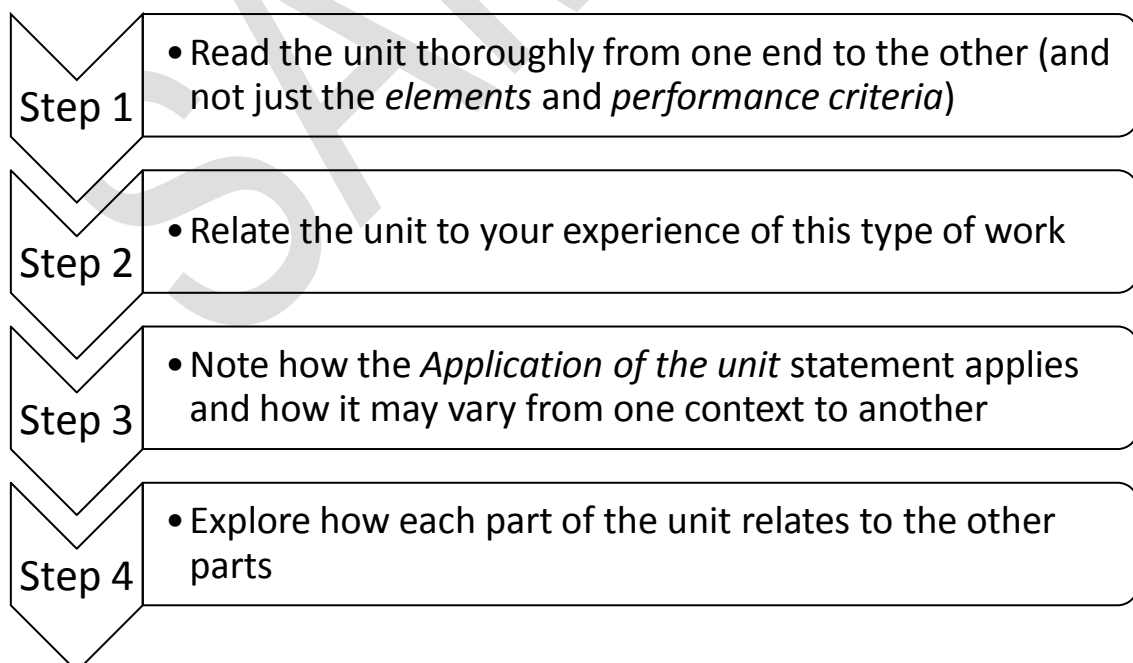
Some people in the training system are puzzled by units of competency because they expect them to be the same as curriculum and lament that they do not contain teaching instructions. However, while units of competency are the required outcomes of courses of study, they do not stipulate in any way how competency itself should be achieved. In this way, competencies are much more open ended and far less prescriptive than courses of study.



In the section *Creating training and assessment strategies* (see page 26), you will discover how to make *courses of study* from *units of competency*. It is important to note that these must never be assumed to be the same thing.

Reading Business Competencies

In order to fully understand a unit of competency, it's a good idea to move through the following steps:



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3. Understanding Business Qualifications and Skill Sets

Creating Training and Assessment Strategies

Having selected relevant units to match the job-focused needs of your clients, it's now time to turn the particular combination of units into an overall training and assessment strategy for the BSB07 qualification you have identified. This is a critical step in the process of designing a training program, because it needs to make sense from an educational perspective *and* deliver the outcomes specified in the units of competency.



To comply with the AQTF or SNR *Essential Standards for Registration*, your training and assessment strategy must meet the requirements of the BSB07 Business Services Training Package and must be developed in consultation with industry stakeholders. In collaboration with your colleagues, you need to devise some pragmatic solutions for achieving this requirement.

The training and assessment strategy provided overleaf has been developed for the job role of a Global Marketing Manager in a leading engineering and software solutions organisation (detailed on page 20). It is important to note that this is a sample only. When developing your own training and assessment strategy, be sure to consult with industry stakeholders such as training advisory bodies, skills councils, unions, licensing bodies and specific clients (including businesses, companies and employers).

Global Marketing Manager – Sample Training and Assessment Strategy

RTO	YYZ TRAINING		Page 1 of 3
Delivery Period	23 weeks (07/07/2012 – 07/12/2012)		
Qualification	BSB60507 Advanced Diploma of Marketing		
Units of Competency	Code	Title	Core/Elective
	BSBMKG603B	Manage the marketing process	Core
	BSBMKG607B	Manage market research	Core
	BSBMKG608A	Develop organisational marketing objectives	Core
	BSBMKG609A	Develop a marketing plan	Core
	BSBMGT608C	Manage innovation and continuous improvement	Elective
	BSBMGT615A	Contribute to organisation development	Elective
	BSBMKG605B	Evaluate international marketing opportunities	Elective
BSBMKG606B	Manage international marketing programs	Elective	
Key Target Group	The key target group for this qualification are Marketing Managers (ANZSCO 131112) who plan, organise, direct, control and coordinate global marketing activities within an organisation. This target group may include existing employees, job changers and/or recent migrants.		
Training and Assessment Arrangements	Duration This training program is delivered over a period of 23 weeks (450 nominal hours)		
	Organisation The 8 units of competency in this qualification have been organised into a structured training program comprising a core business area and 2 functional areas: <ul style="list-style-type: none"> • Core Business (Marketing) • International Marketing • Management 		
	Functional Area	Units of Competency	Hours
	Core Business (Marketing)	BSBMKG603B Manage the marketing process	50
		BSBMKG607B Manage market research	50
		BSBMKG608A Develop organisational marketing objectives	60
		BSBMKG609A Develop a marketing plan	50
	International Marketing	BSBMKG605B Evaluate international marketing opportunities	60
		BSBMKG606B Manage international marketing programs	50
	Management	BSBMGT608C Manage innovation & continuous improvement	70
BSBMGT615A Contribute to organisation development		60	
Delivery Modes Skills and knowledge will be developed through a combination of structured work-based learning, case study/scenario participation and work-based projects linked to an engineering and software solutions organisation and simulated environment. Candidates will be provided with training manuals, assessment materials and reference sources. Employability skills will be covered in a holistic way since they are built into the content of all units.			
Nominal Hours These have been sourced from relevant STA <i>Implementation Guides</i> as an estimate-only of the structured learning required to cover the educational material associated with the delivery of this program.			



Business Qualifications Checklist

It is worth taking time-out to check your understanding of business qualifications. Before moving to the next section, you should be able to tick all of the following:

- Have you identified qualifications from the BSB07 Business Services Training Package that most appropriately align to the needs of your clients?
- Have you sourced position descriptions and job advertisements when designing your training programs?
- Have you analysed the position descriptions and job advertisements from a training perspective and mapped elective units and employability skills to your client's needs?
- Have you developed a training and assessment strategy to complement the delivery of the BSB07 qualification/s you have identified?
- Have you identified possible skill sets that meet defined industry needs of your clients?
- Have you identified suitable pathways that match the business careers of your clients?
- Do you understand the way in which employability skills have been embedded in BSB07 units of competency?
- Have you downloaded resources to support the training and assessment of employability skills that relate to the BSB07 qualification/s you have identified?



3. Understanding Business Assessment

In order to comply with the AQTF or SNR *Essential Standards for Registration*, the way in which you assess learners undertaking a BSB07 qualification must:

- meet the requirements of the BSB07 Business Services Training Package
- be consistent with your training and assessment strategy
- be valid, reliable, flexible and fair
- involve the collection of sufficient, valid, authentic and current evidence
- meet workplace requirements.



Above all, your assessments must focus on the application of knowledge and skill to the standard of performance required in the workplace.

The best way to approach this is to provide comprehensive assessment instruments and clear information to all of your assessors. By working through this section, you will discover how to design efficient and effective instruments to support your training and assessment strategies.

Up-front Assessment

Up-front assessment is the routine process of assessing a candidate's skills and knowledge against units (or groups of units) from the BSB07 Business Services Training Package prior to further engagement in formal recognition purposes or enrolment in a training program. This is an essential first step for RTOs, as it ensures that your resources (and the financial contributions of your clients) are used efficiently and effectively.

You can use up-front assessment to:

- plan training and assessment strategies for individual candidates or groups of candidates
- ensure candidates explore the benefits of undertaking a formal RPL process
- gather evidence to support a candidate's claim for RPL
- determine whether candidates have any special learning or support needs
- adapt your training program for certain learners (e.g. it may need to be accelerated)
- ensure your enrolments are made into the most appropriate program and at the most appropriate level (to best match the needs of your learners)
- ensure learners receive training, assessment and support services that meet their individual needs (in line with Element 2.4 of the *AQTF Essential Conditions and Standards for Initial / Continuing Registration* and SNR 5.5 or SNR 16.5 of the *Standards for NVR Registered Training Organisations*).



Up-front assessment is a step before the formal RPL process. It is where you gather information about each candidate's prior *formal* and *informal* learning, and then encourage them to seek recognition for this learning through RPL.

As a result, you can use up-front assessments as a first step towards gathering evidence, and the following table (overleaf) outlines the various types of evidence you may uncover.

Type of Evidence	Verification Hints
Self assessments	Check the self-assessment coincides with the views of fellow workers, colleagues, supervisors and instructors
Copies of certificates, Statements of Attainment and records of course results	Be sure to view the originals and verify their authenticity with the issuing agency
Course syllabus documents, curriculum documents and/or course notes	Check that these are the accredited and endorsed versions
Copies of completed course work	Check that the work is authentic (i.e. completed by candidate)
Statements from employers, supervisors, colleagues, clients and customers	Check that these people actually held the positions attributed to them
Samples of work prepared by learner in current or previous job roles	Check that the work is authentic (i.e. completed by candidate)

You should also consider self-assessments as part of your up-front assessment, as they are one of the best methods of gathering information about a candidate's *formal* and *informal* learning.

Self-Assessment

Self-assessments are great options for your learners. Candidates collect evidence to show they have certain skills (or competencies), keeping in mind that it makes no difference how or where they picked these up. They then provide you with their collected evidence, from which you make a judgement as to whether their skills match the requirements of a relevant unit of competency. You obviously need to ensure that they can perform these skills consistently and apply them to new situations and environments.

Self-assessments are also great tools. They help develop self-awareness amongst candidates, while at the same time allowing them to:

- gain awareness of their current level of competency
- take ownership of their learning and their progress through a learning program
- identify their learning needs and the direction they will need to take for further development.

Self-assessments are quick, convenient and cost effective, and it is surprising how honest and insightful most candidates are. You can also use a person's self-assessment as part of the bank of evidence you collect to satisfy the assessment requirement for sufficiency (where you ensure all aspects of competency have been satisfied and can be demonstrated repeatedly).



A self-assessment cannot provide sufficient evidence to attest to a candidate's competency in isolation from other evidence.



Business Assessment Checklist

It is worth taking time-out to check your understanding of competency assessment in the business environment. Before moving to the next section, you should be able to tick all of the following:

- Have you developed appropriate assessment approaches to support your delivery of qualifications from the BSB07 Business Services Training Package?
- Have you incorporated up-front assessment into your training and assessment strategy?
- Have you developed self-assessment checklists for your learners?
- Have you developed assessment record sheets for each of the units you intend to offer as part of your training program?



4. Useful Information

Planning and Organising

- Workplace tasks, case studies or simulations involving
 - project goals and outcomes
 - resources and their allocation
 - research
 - collecting, analysing and organising data
 - developing and implementing action plans
 - time management
 - planning for contingencies
 - risk management.

Note: Evidence of competence in planning and organising might also come from activities outside a workplace situation.

Self-management

- Career planning
- Developing portfolios
- Developing or contributing to own work plan
- Using log books to record time management skills and monitor own performance
- Workplace activities or simulations involving:
 - a workplace role, responsibilities and priorities
 - applying a formal workplace vision and mission
 - maintaining and projecting a professional image
 - following workplace operating procedures or codes of practice
 - monitoring and evaluating own performance.

Learning

- Participating in ongoing learning
- Maintaining knowledge of products and services
- Reflecting on own learning – perhaps using reflective journals, log books, diaries
- Using self evaluation tools
- Developing learning plans (for self or others)
- Experimentation, practice and rehearsal
- Mentoring, coaching and contributing to the learning of others.

Technology

- Demonstrations
- Workplace tasks, simulations or role plays involving:
 - using business related technology and equipment
 - applying business related technology skills in organising and using workplace information
 - applying occupational health and safety considerations
 - monitoring technological developments
 - choosing, using and maintaining equipment.

Source: *Activities to Support Delivery and Assessment of Employability Skills* (IBSA, 2007)

Appendix C: Continuous Improvement Form

Shea Business Consulting is committed to providing quality resources to support the national vocational education and training sector. If there is any way we can improve this Guide to meet your specific needs and requirements, please complete the form below and return it to us.

Organisation:				
Name:				
Address:				
Phone:				
Email:				
Are there any changes that you think could improve this Guide?				
Are there any other units that could be supported by the checklists, strategies and activities included in this Guide?			Unit Code	Unit Title

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