

VCE VET BUSINESS

SUPPLEMENTARY ADVICE



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“We’ve learnt about occupational health and safety and all the relevant laws like the Privacy Act and how that applies to most businesses, different management systems, alphanumerical filing, newer technologies such as iCloud and how information is stored.”

Mia, VCE VET Business student, Methodist Ladies College

Introduction

VCE VET Business Supplementary Advice was produced to assist the implementation of the VCAA VCE VET Business program. Content was informed through consultation with industry representatives, trainers and assessors, and Victorian secondary colleges. This publication provides advice about teaching and learning strategies that facilitate the transfer of skills and knowledge appropriate for work in many different business environments. It includes key program features and industry insights that can be used to continuously improve the quality of training and assessment. It is a practical resource that aims to assist schools to prepare students for work in business environments.

Information in this publication should be considered along with the Business Services Training Package Companion Volume Implementation Guide. These resources are available in the [VETNet Training Packages](#). Additional VET resources and useful websites are noted on page 68 of this document.

The VCE VET Business program has been very popular, with 4587 enrolments and 941 students undertaking scored assessment in 2021. More than 230 Victorian schools offer VCE VET Business to their students.

The VCE VET Business program comprises two distinct programs:

- Program 1 – BSB20120 Certificate II in Workplace Skills, which can be delivered in one or 2 years
- Program 2 – BSB30120 Certificate III in Business, which can be delivered in 2 years.

Both programs offer opportunities for students to achieve training package skill sets aligned to a specific business sector.

Further information on these programs can be found in the [VCE VET Business Program](#).

Schools are advised to regularly access the VCE VET Business website and program booklet for updates.

This supplementary advice publication will focus on options for students to enter a scored program in the second year of their VET studies. It will not address all possible program elective units and streams but will provide suggestions for training and assessment based on teacher experience and contributions.

VCE VET Business program

The VCE VET Business program provides students with the knowledge and skills to enhance their employment prospects within a broad range of business and industry settings. The Business Services Training Package provides units of competency for a wide range of job roles, as well as for a range of transferable skills that are required for workers in all sectors. Students can expect to learn:

business enterprise skills such as:

- social competence
- critical thinking and problem solving
- business competence
- data literacy
- digital competence.

technical skills such as:

- work health and safety
- marketing
- information services.

The [Business Services Training Package](#) contains many transferable enterprise skills that are relevant across multiple sectors of the Australian economy. Many of the units of competency in the training package are imported into qualifications in other industry areas. Information about the Business Services Training Package can be found at <https://training.gov.au/Home/Tga>.

There are several cross-sector skills that sit in the Business Services Training Package, and units of competency articulating these skills are available in the VCE VET Business program. These cross-sector skills are:

- big data
- cyber security
- teamwork and communication
- inclusion of people with disability
- infection prevention and control.

Industry and skills

The business industry

Almost every organisation within Australia, large or small, is likely to require some of the technical and enterprise skills of a Business Services worker. Business Services is a broad sector that supports and enables effective business operations across the economy.

The Australian Industry and Skills Committee (AISC) <<https://www.aisc.net.au/>> breaks the business industry into 4 main sectors:

- Business administration and governance
- Business communication
- Business leadership and management
- Specialised business services.

Each one can apply to many different industries, and all are involved with the operation and management of businesses. There are many different roles that apply to the sectors, such as business marketing, project management, monitoring workplace health and safety, preparing legal documents, research, customer service and HR management.

Employment growth is projected for most common VET-related occupations. However, it is difficult to define the business industry and provide information about employment predictions or career pathways that encompasses all sectors. Generalist roles and data have been selected to underpin training objectives for VCE VET Business in schools.



“Our relationships with our colleagues and with the community are highly important. Interpersonal skills allow us to build and maintain relationships that are strong, transparent, and honest. Having highly developed written and verbal communication skills are very important to successful professional relationships with clients and the community.”

Emily-Jane Brussel,
City of Greater Geelong

Labour trends and future skills

On 30 June 2021, there were 2,402,254 actively trading businesses in the Australian economy and a 3.8% increase in the number of businesses (approximately 87,000).

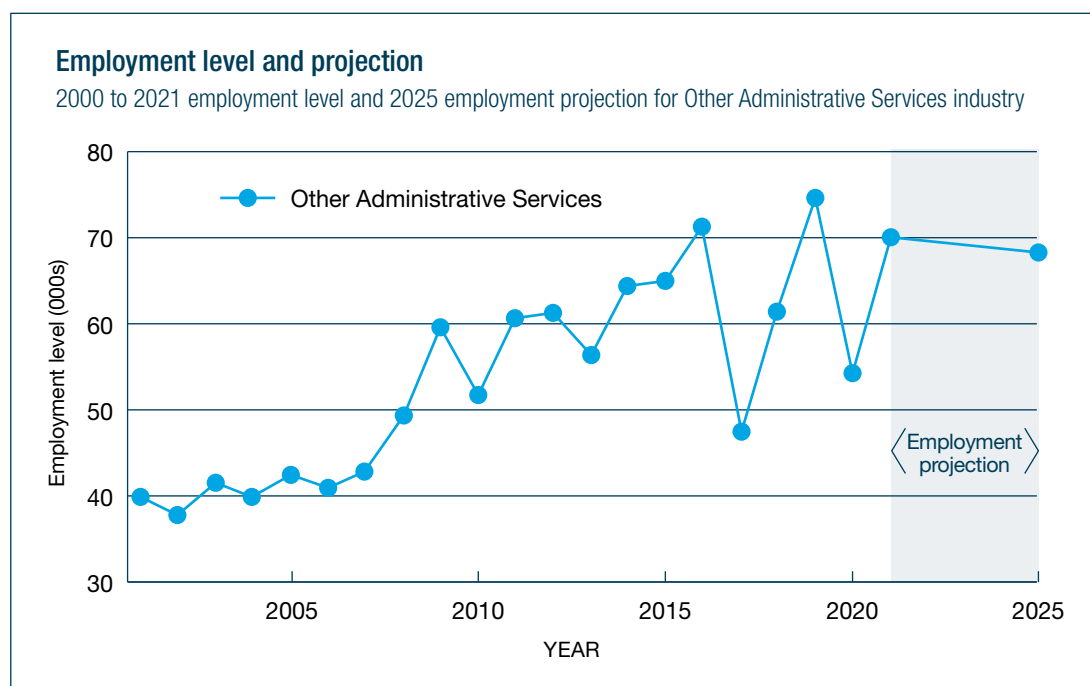
In 2020–21, the 3 industries with the largest net increase in businesses were:

1. Construction
2. Professional, scientific, and technical services
3. Health care and social assistance

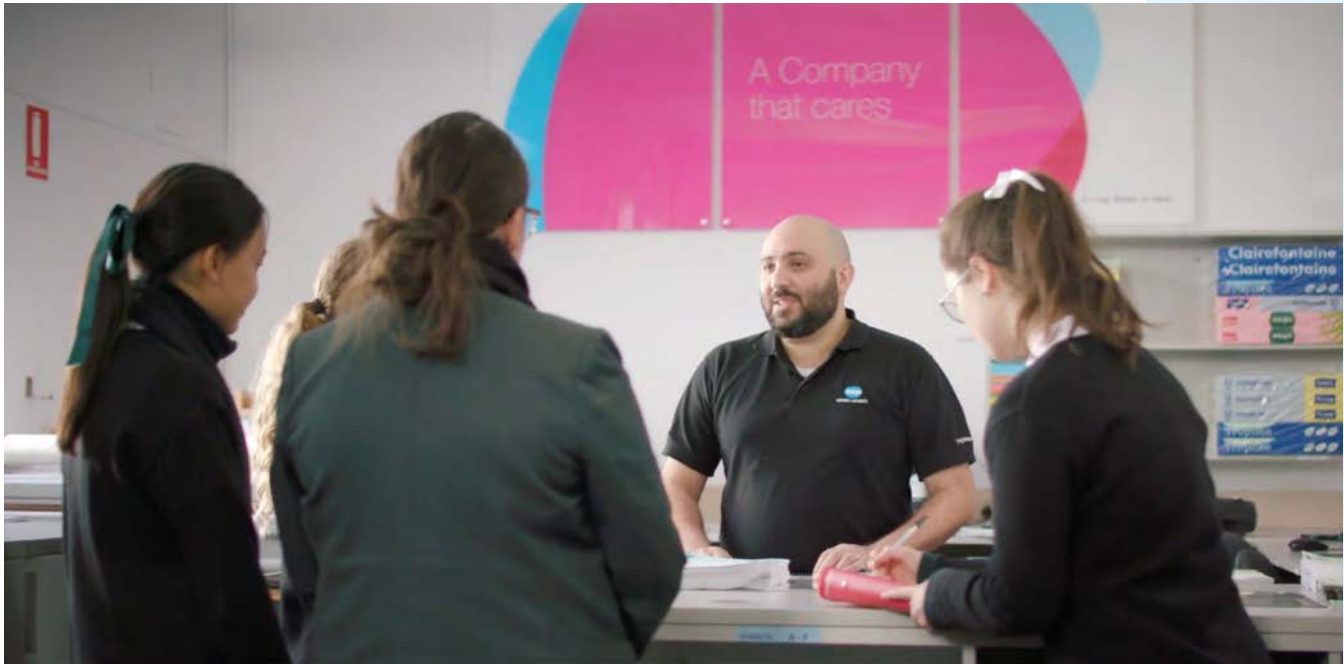
This data provides context when designing a program that reflects trends in the Australian Business Industry. Further information can be found at the [Australian Bureau of Statistics](#).

The AISC ensures that training products are informed by industry. It is the key advisory body for VET training to the government and collaborates with reference committees, skills services organisations, industry, and regulators across the Australian training system.

The following graph has been provided by the AISC to illustrate employment growth in business administration. The decline in 2020 reflects conditions of the global COVID-19 pandemic.



Source: Australian Industry and Skills Committee, 'Business services'



VCE VET Business students visit the print room at their school

The AISC also produces employment projections by industry, occupation, and skill level for the next 5 years.

Job roles that have been identified as being in demand by the AISC are:

- information officers
- call or contact centre workers
- actuaries, mathematicians, and statisticians
- advertising, public relations, and sales managers
- accountants.

Pathways have also highlighted the importance of digital skills.

Employment is changing across business sectors because of technological advances and the exploration of new ways of working. Some roles are becoming redundant as many tasks are automated. Virtual collaboration rather than

face-to-face communication is commonplace and opens global markets. Digital skills for tasks such as electronic invoicing and maintaining a web or social media presence are now an essential part of business operations.

A trend towards casual rather than full-time work has also been identified. This requires a skill set for sole traders or short-term contractual arrangements. Interpersonal communication skills and the capacity for problem-solving are also important.

The [Future work for small business: Skills, capabilities and potential report](#) by Jobs Queensland identified that developing capacity in digital skills and leadership and management are key contributors to the success of a business. Access to vocational education and training was identified as one strategy to improve capacity and capability in these areas.

“ Aside from having knowledge in your chosen industry, running a business requires a wide range of skills such as business, personal and interpersonal skills. ”

*Australian Government,
'Are you ready to
start a business?'*

Priority skills for the workforce

The AISC proposes the following skills as being priorities for the business industry.

1. Learning agility
2. Information literacy
3. Intellectual autonomy and self-management (adaptability)
4. Digital competency
5. Business competence

Learning agility

In 2019, the World Economic Forum defined learning agility as the ability to learn in an environment of continuous change and apply new learnings to unfamiliar situations. This approach takes a mindset of curiosity, exploration, and reflection.

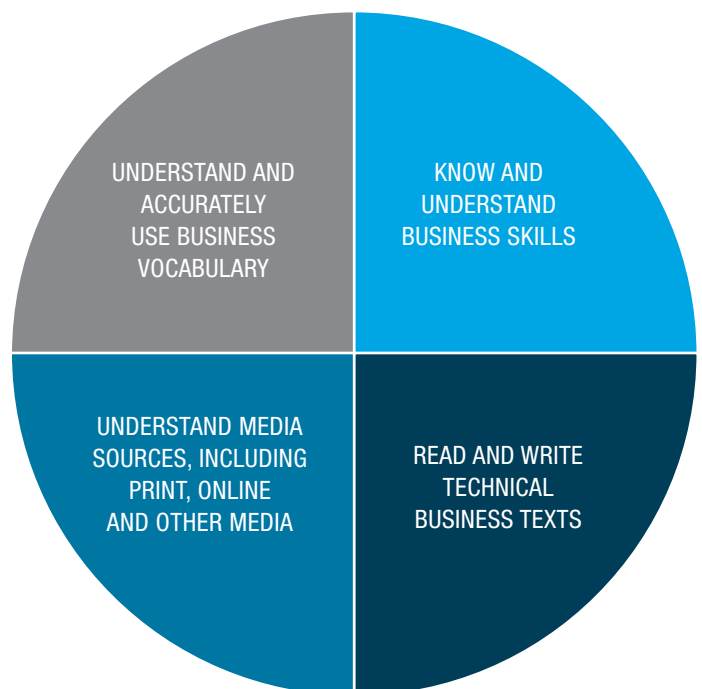
Harvard Business Review further suggests that learning agility is “a set of qualities and attributes that allow an individual to stay flexible, grow from mistakes, and rise to a diverse array of challenges. It’s easy to assume that those qualities would be highly prized in any business”. Students often encounter these skills during a VET placement, in which they experience a particular industry for the first time, or during situations that have not been included in their training. VET courses often include roleplays in which students must quickly respond to problems and new contingencies. These strategies align with this priority skill.

Businesses that were able to quickly respond and change products and processes during the recent COVID-19 pandemic demonstrated learning agility and continued to operate.

Information literacy

Information literacy refers to the ability to find, evaluate, and use information needed to perform work in a business environment.

Key components of business literacy are summarised in the following diagram.



Source: Victorian Department of Education and Training, 'Introduction to literacy in Economics and Business'.



Intellectual autonomy and self-management (adaptability)

This priority encompasses a range of skills, including being able to manage yourself and your work, planning, problem solving and decision making.

The Australian Industry and Skills Committee list the following ways that workers can be adaptable.

- showing awareness of changes in the industry
- showing resilience and embracing change
- adapting to a changing industry, changing environments, and changing markets
- adapting to new technologies and new ways of doing business
- showing a proficiency and willingness to learn
- engaging in career development and planning
- maintaining skill relevancy, upskilling and multi-skilling

- responding to situations with flexibility and open-mindedness
- showing innovation and creativity
- being entrepreneurial.

Source: Australian Industry and Skills Committee, 'Adaptability and learning skills', <<https://nationalindustryinsights.aisc.net.au/national/adaptability-and-learning-skills>>

Digital competence

The AISC contends that “the current explosion in new technologies is reinventing much of the way businesses are run.”

The use of specific software or technology is seen as a priority for the industry. As the sector becomes increasingly digital, and with the emergence of new digital platforms, broad digital competence is becoming necessary for the workforce. Employers are seeking specific technical skills such as experience with Microsoft Office software or data entry.

Business competence

Business competence refers to the ability to perform in a chosen industry but also the skills required to be able to run and work in a business environment. This includes understanding relevant legislation, work health and safety requirements, and the effective use of resources. The following diagram summarises generic skill requirements for any business.



In addition to these aspects, entrepreneurship was also identified as essential for business survival. This can be defined as the ability to plan, launch, and maintain a new business, and identify new opportunities for an existing business to meet emerging needs.

Source: Business Services Training Package Companion Volume Implementation Guide (Version 8.0), p.56

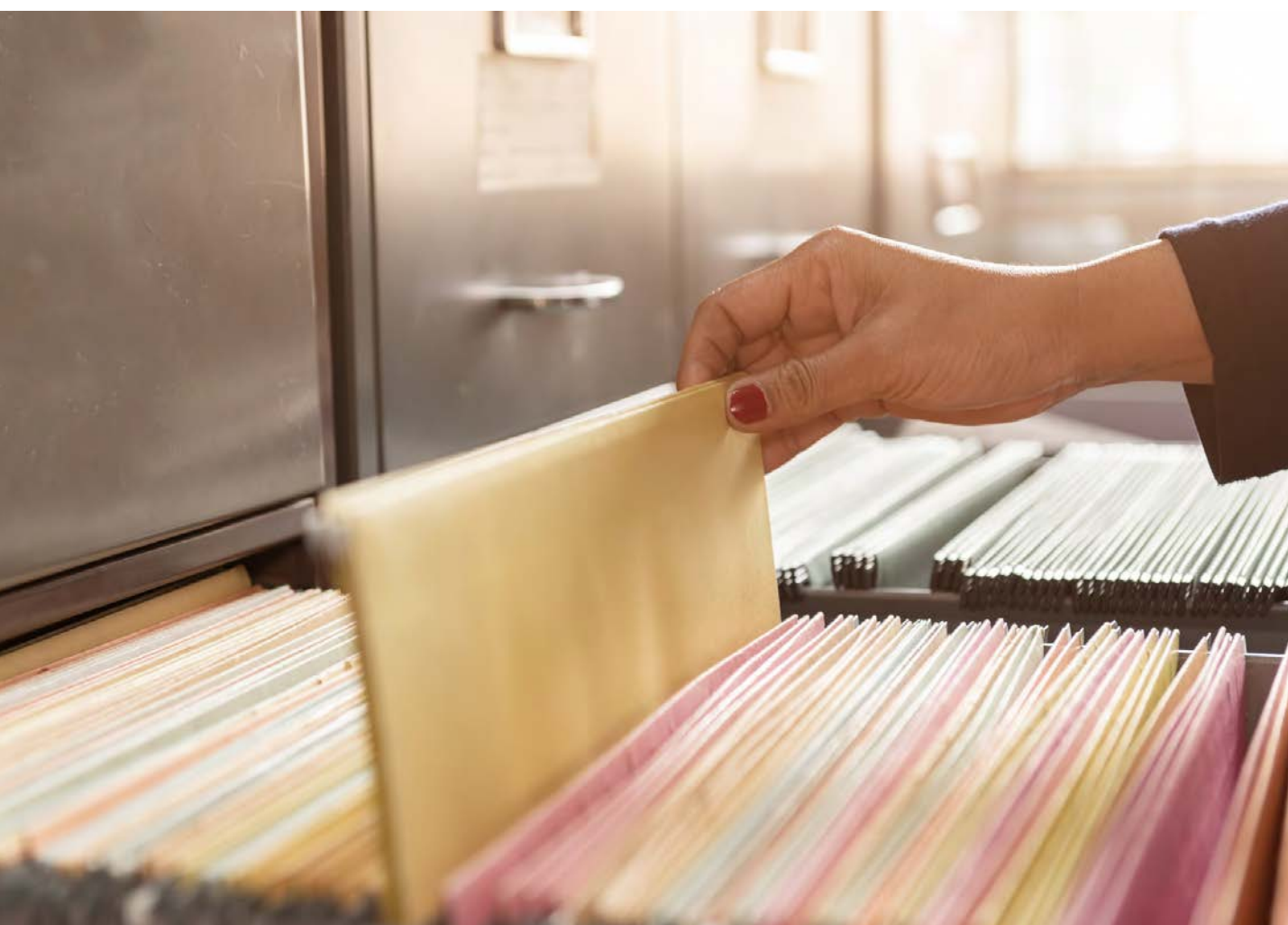
Business services sectors and roles

Business administration and governance	Business communication	Business leadership and management	Specialised business services
<ul style="list-style-type: none"> • Program or project administrator • General clerk • Contract administrator • Business manager 	<ul style="list-style-type: none"> • Marketing specialist • Customer service manager • Market research analyst • Call or contact center operator • Call or contact center team leader 	<ul style="list-style-type: none"> • Program or project administrator • Corporate general manager • Contract administrator • Business manager • General managers 	<ul style="list-style-type: none"> • Human resources clerk • Import–Export clerk • Dispatching and receiving clerk • Safety inspector

Source: Australian Industry and Skills Committee, 'Business services'.

Business services sub-sectors and roles

Human resources (HR)	Audit and compliance	Information services
<ul style="list-style-type: none"> • HR Manager • HR Officer • HR Coordinator • Payroll officer • HR Consultant 	<ul style="list-style-type: none"> • Lead auditor • Quality Assurance Manager • Compliance officer • Audit officer • Audit team leader • Compliance manager 	<ul style="list-style-type: none"> • Librarian • Research assistant • Cultural services officer • Digital resource officer • Library cataloguer
Legal services	Marketing	Management
<ul style="list-style-type: none"> • Legal assistant • Legal receptionist • Legal administrator • Legal counsel • Legal secretary 	<ul style="list-style-type: none"> • Public relations officer • Media planner • Community relations • Marketing officer/assistant 	<ul style="list-style-type: none"> • Marketing manager • Campaign manager • Product manger • Sales manager • Public relations manager





VCE VET Hospitality student learning about business operations

Training Package skill sets and workplaces

The VCE VET Business program contains 6 skill sets that:

- complement the two qualifications
- provide specific skills and general capabilities to students
- provide more career opportunities for students within their workplace.

These are clearly identified in the program structure within the VCE VET Business program booklet.

A skill set is a single unit of competency or a combination of units of competency from one or more training package that link to a license or regulatory requirement, or to a defined industry need. Skill sets are nationally endorsed by and are each assigned their own code.

The following table suggests workplaces that apply to the 6 specific skill sets of VCE VET Business.

Skill set	Workplaces	Work roles
Administrative assistant	Real estate, retail, payroll in any business	<ul style="list-style-type: none"> • Administration support role • Receptionist • Payroll officer
Customer service	Local council service, retail, hospitality	<ul style="list-style-type: none"> • Customer services officer • Sustainability officer • Sales assistant
Workplace technology	Library, small business, reception	<ul style="list-style-type: none"> • Information officer • Assistant records management
Medical administration	Clinics, hospitals, aged care, community care	<ul style="list-style-type: none"> • Administration support role • Receptionist
Workplace IT foundations skill set	Preparing to enter a range of workplaces	<ul style="list-style-type: none"> • Data entry operator • Administration support role
Workplace foundations skill set	Preparing to enter a range of workplaces	<ul style="list-style-type: none"> • Administration support role • Clerical officer



VCE VET Business student visiting the school IT department

This table summarises some of the tasks that may be performed in a business environment.

Key skill	Types of duties
Communication	Greet and direct clients, work with business professionals, manage media presence, use a variety of digital tools
Administration duties	Electronic filing, answer phone calls, respond to emails, prepare documents, stock control and ordering, correspondence, assist with presentations
Administration/ business coordination	Monitoring outcomes and deliverables, collate data, timetable, room bookings, schedules, data collation
Basic accounting tasks	Invoice, budget tracking, payroll administration, reports
Administrative support	Support managers and professionals with organisation of events and operations, schedule meetings and appointments

Technical skills

Technical skills in the Business Services Training Package refer to specialisation pathways. These skills ensure that workers are trained to align to professional job roles in the Business Services sector. The strategically identified technical areas are:

- audit and compliance
- conveyancing
- human resources
- information management
- legal services
- marketing
- procurement
- project management
- work health and safety.



Transition and pathways

Transition from school

Schools and their careers staff have always helped students prepare for employment and further education. Each year there are many more demands in workplaces, and industries are constantly changing to meet new standards, systems, and processes. It can be difficult for VET training and schools to keep up with new versions of technology and devices used in Australian businesses.

It can also be expensive to continuously update training resources to ensure that students experience current working conditions. With such a diversity in business operations, there may be value in exposing students to

older processes, such as hard copy filing, in case this reflects post-school employment.

Employers are looking for workers who are flexible, communicate well, can problem solve and can work in a digital world. Practical experience gained from structured workplace learning is increasingly valued by employers as an indication that school leavers will quickly adjust to the workplace.

Schools rely on the industry connections and partnerships from VET training to help provide options for students wanting to transition to a job, university degree or further VET studies.

Transferable skills from VCE VET Business

The *Future of Skills 2019* report by LinkedIn says, “No matter how technical the role, it is the soft skills that will sort the good from the great.”

Transferable skills, also known as soft skills, are those that you can take with you and apply across a broad range of jobs. In the simplest sense, transferable skills are any non-technical skills.

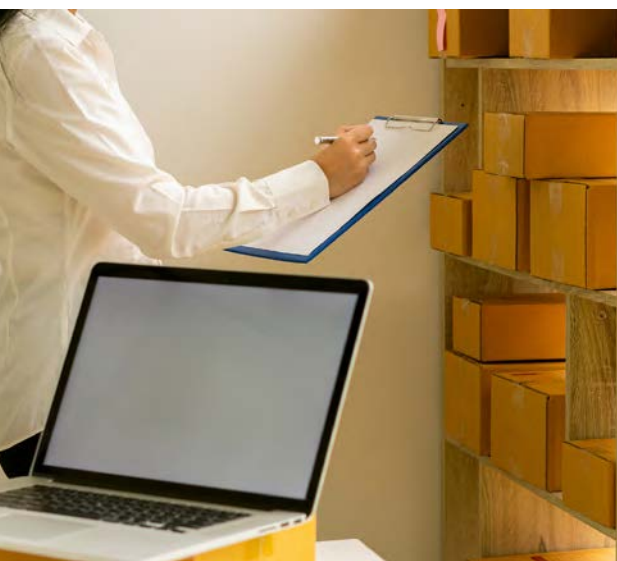
There are many skills that can be learned through the VCE VET Business program, including:

- creativity
- critical thinking
- problem solving
- communication
- customer service skills
- adaptability.

Employers across many industries are increasingly valuing the ability of staff to communicate and build relationships and networks that help to drive business objectives. Employees need to be able to understand many perspectives, build client trust and initiate solutions. This approach is called human-centered design, in which listening and responding with empathy generates client collaboration. It is utilised in many industries in which projects are complex, and staff need to adapt rapidly to change.

“By having the opportunity to complete the VCE VET Business program I feel that it is a substantial benefit to me as a student, as it is making a significant contribution to my value as a future employee. This course allows me to understand the basics that underpin the workplace environment and the way in which it functions, therefore making it easier to transition into work following school.”

*Shanae,
OneSchool Global*



Pathways from a VCE VET Business program

Following completion of the VCE VET Business program, there are many further education and training options in the VET and university sectors.

VET Certificates II to IV offer introductory skills, and training and industry foundation skills. Students learn industry-specific knowledge and skills such as communication and teamwork.

Certificate II qualifications prepare graduates for routine work and basic tasks within a defined context. Problem-solving is limited.

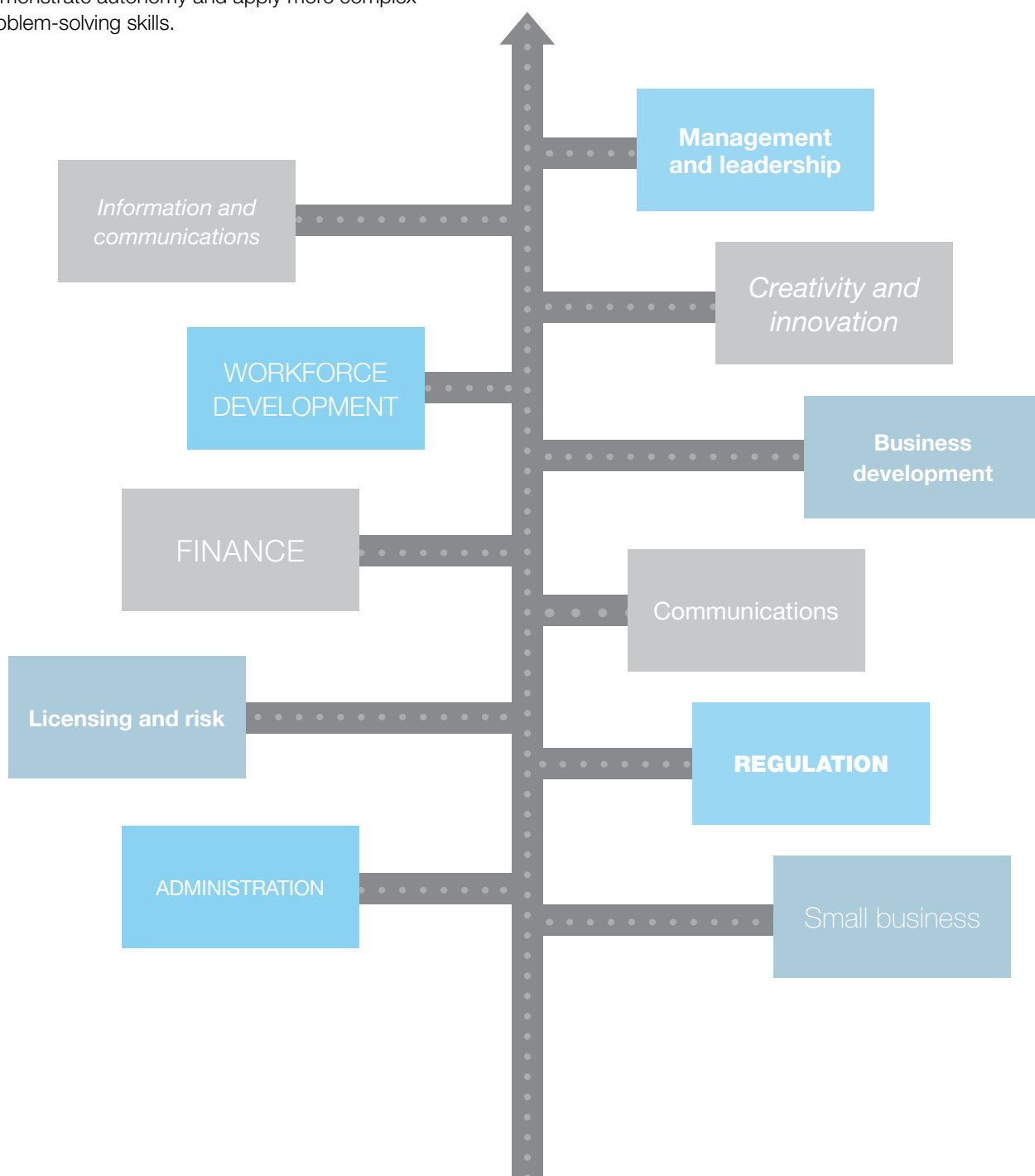
Certificate III qualifications prepare graduates to apply skills and knowledge to a range of contexts. Graduates work under supervision.

Certificate IV qualifications provide broader skills and knowledge. Graduates are expected to demonstrate autonomy and apply more complex problem-solving skills.

A **diploma** equips students to work in a variety of contexts and with a deeper knowledge of a particular area. It requires students to analyse problems and use judgement to plan actions,

VET courses can support students to transition to other VET courses or higher education. For example, students who undertake a diploma may receive up to 3 semesters worth of credit towards a bachelor's degree. The exact amount of credit granted depends on the institution.

With the business industry being so diverse, graduates can enter many different sectors and departments within organisations.



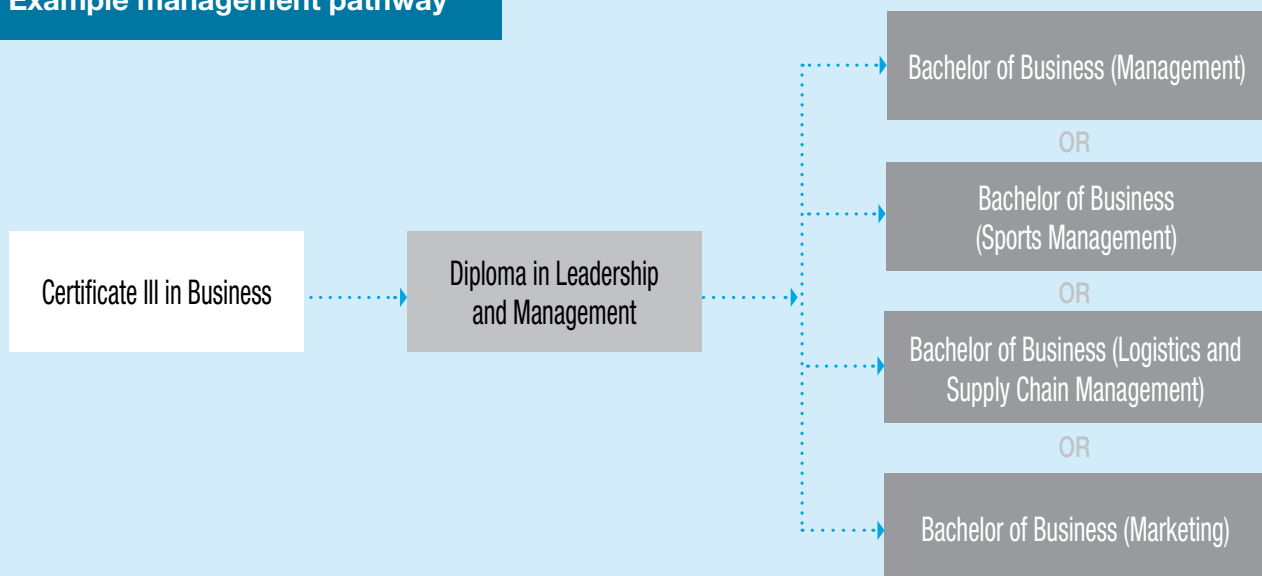
Examples of pathways

The following pathways and student learning journeys illustrate opportunities available from an entry-level business qualification.

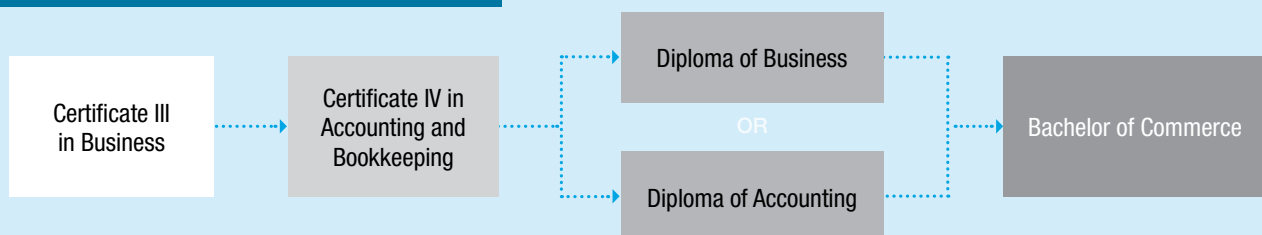
Example administration pathway



Example management pathway



Example commerce pathway

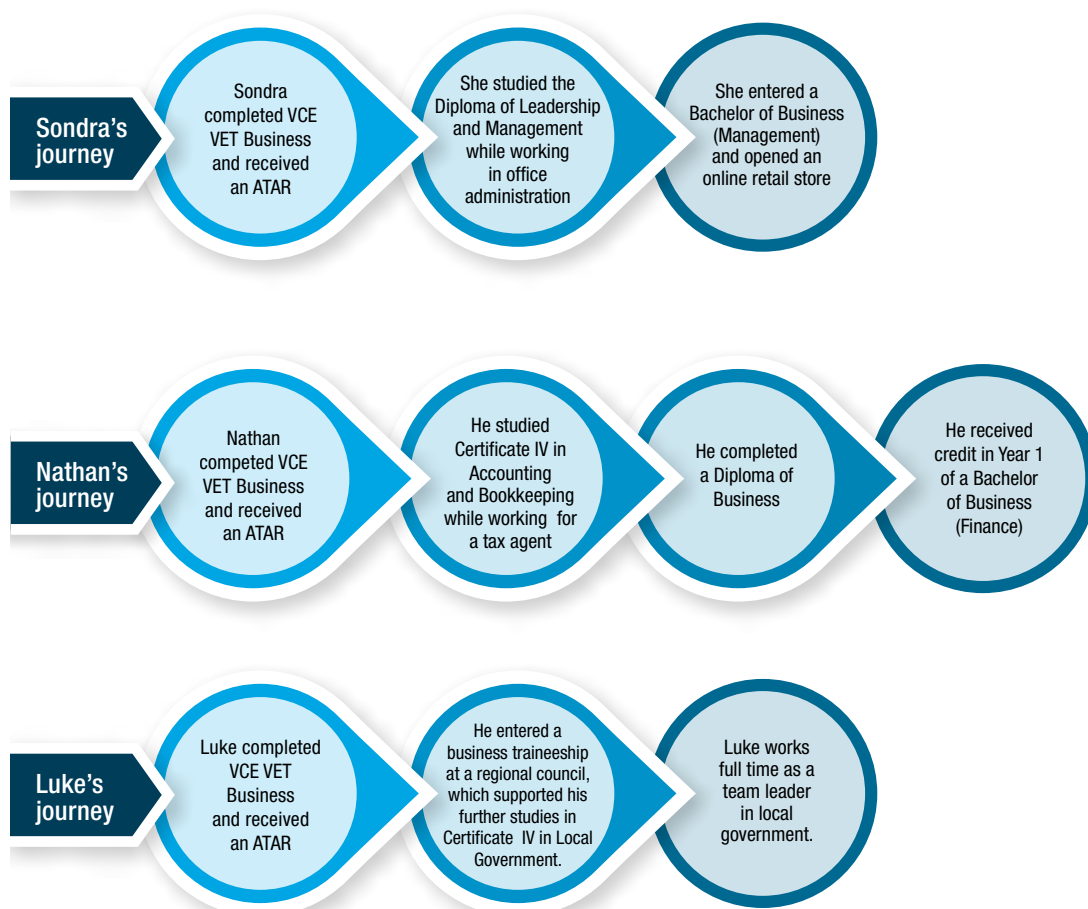


Student learning journeys

VET is a key component of the lifelong learning journey of many students. Here are three students' learning journeys, which started with a VCE VET Business program.

“A business qualification will provide a variety of career path options for employees. Upon completion, they will have the opportunity to apply for an entry level role across many departments and business areas depending on their interest. The city provides many opportunities for growth and personal development that is supported through professional training.”

*Emily-Jane Brussel,
City of Greater Geelong*



Program considerations

Traineeships

Both Certificate II in Workplace Skills and Certificate III in Business can be conducted as a school-based traineeship and students may be eligible for credit in their senior secondary certificates. In 2021, there were 15 enrolments in Certificate II in Business and 86 enrollments in Certificate III in Business. Two-thirds of enrollments in the Certificate III program and 12 out of the 15 Certificate II program students were from regional Victoria.

TAFEs indicated that students were placed in organisations such as cinemas, neighborhood houses, small businesses, medical practices,

and real estate agents. Job roles typically included administration tasks and reception work. Trainees worked 1–2 days per week and were monitored by workplace assessors during onsite visits or virtual meetings.

Further information about school-based traineeships can be found on the [Apprenticeships and Traineeships page of the VCAA website](#) and through [Australian Apprenticeships](#).

“With trainees doing it [their placement] in the workplace we use Microsoft Teams, which allows others doing the same course to meet and be able to work through the resources and assessments together.

We also do break-out rooms for them to brainstorm, especially around critical thinking and problem solving, and to see what each other does in their own workplaces. They see what is the same and what is different.”

*Julie McHenry,
Go TAFE Victoria*



Structured workplace learning (SWL)

The VCAA strongly recommends that students undertake a minimum of 80 hours of SWL for the VCE VET Business program. It may be possible to receive credit in VCE or VCAL for this placement.

SWL should be spread across the duration of the training program and be in an appropriate business environment. Schools are advised to utilise the [SWL Statewide Portal](#) for assistance to source placements.

Structured workplace recognition

Structured workplace recognition is available for students who undertake work in an industry aligned to the VCE VET Business program. Students can integrate their VET studies to the business sector and apply for credit in their

VCE, VCE VM or VPC. The process involves the completion of a Workplace Learning Record based on units of competency from the VCE VET Business program. Students document reflections of their workplace experiences in this record and analyse their employability skills.

Further details are available on the [SWL Recognition page of the VCAA website](#).

Excerpt from the Statewide Portal

Admin assistant

We have an exciting administrative support opportunity! We have a keen focus on fostering progression through our junior ranks and we would love to have a student join our team via the SWL program to grow with our business. We are keen to work with you to develop your administrative skills.

Typical Tasks and Duties

Typical tasks may include, but are not limited to printing, filing, putting together manuals, data entry, putting together purchase orders, updating jobs, emailing, answering phones and data analysis.

Source: [SWL Statewide Portal](#).

“ I want to work in Property Evaluation and with my work placement I went to a Property Evaluation company in the city. I learnt quite a few things and I also was able to create those connections with real life industry. ”

Mia, VCE VET Business student, Methodist Ladies College

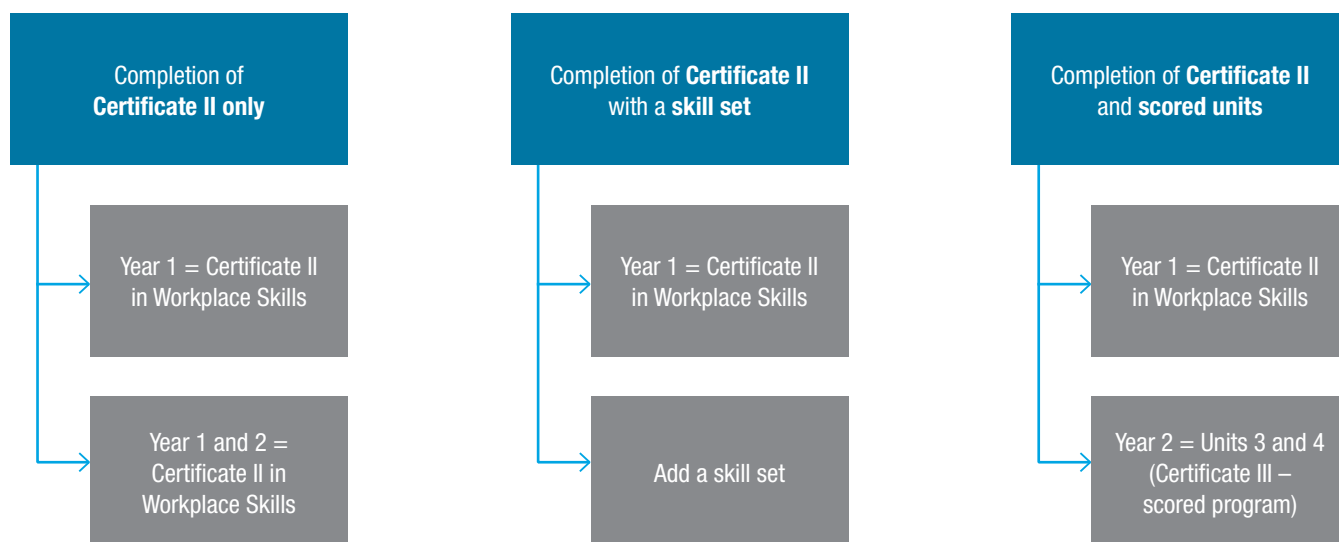


Program options

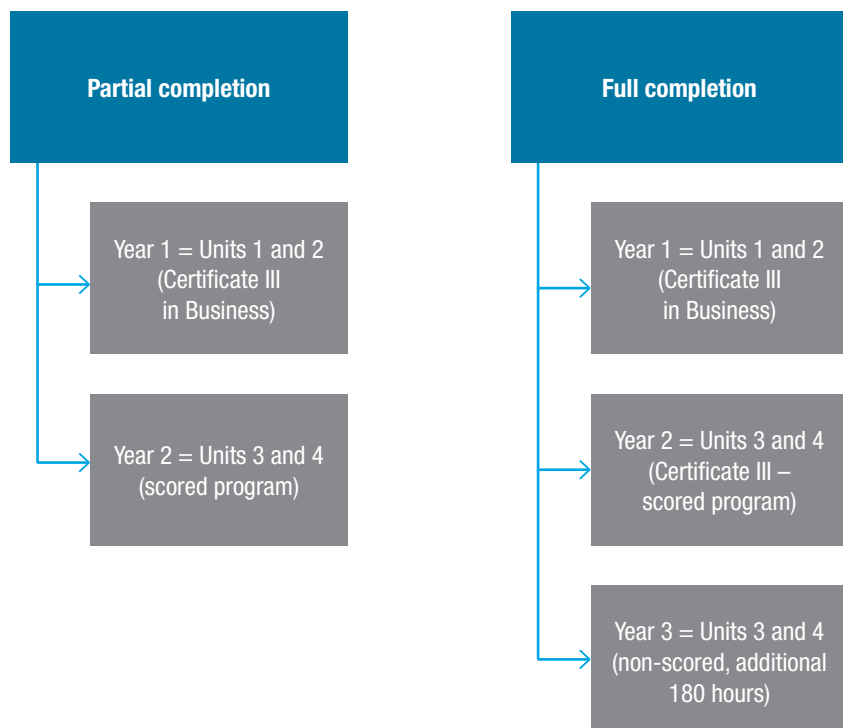
Sample VCE VET Business programs are provided in the VCE VET Business program booklet on the [VCE VET Business website](#).

Appendix 1 also includes sample VCE VET Business programs.

Starting with a Certificate II



Starting with a Certificate III



“We believe electives act as a skeleton for skills and competency for BSBTEC301 Design and produce business documents, which is the biggest unit of Year 2.”

*Georgia Sagiadellis,
Star of the Sea College*

“The business units I have been working through this year have been insightful and helpful, offering essential and specific knowledge. Units like BSBOPS305 Process customer complaints were particularly beneficial for possible future roles in the workplace.”

*Denver,
OneSchool
Global, Bendigo*



Using technology in training

Training resources and assessments for this program were updated to reflect changes in business operations as a result of the COVID-19 pandemic. A greater emphasis on virtual interactions was included in training, along with initiatives such as how to quickly diversify services and products to meet changed conditions.

Students were required to develop instructions for a virtual business meeting and place documents online. Teachers integrated technology such as online polling into classes and asked

students to critically analyse businesses with a social media presence and website.

Guest speakers were invited to classes to explain how their businesses were fully online and how customer service was monitored. This extended into how to analyse data and set up a website that tracks searches. Several teachers also mentioned the importance of including new technology in business processes. Examples were provided of students developing apps for events and schedules and QR codes instead of hard-copy tickets.

Creating a real workplace environment

Teachers who contributed to this resource indicated that, ideally, students should be exposed to a variety of workplace equipment and resources, relevant software applications, and organisational policies and procedures because this represents the diversity in business workplaces. Teachers designed activities in which students could use printers, laminators, copying machines, and scanners.

Where possible, learning was linked to routine procedural, operational tasks that would be experienced in a business workplace. These were tasks that required technology and business skills, such as managing office supplies and orders, arranging mailouts, preparing business documents, coordinating information, organising filing systems, answering calls, and communicating with stakeholders, etc.

In some cases, partner RTOs provided sample policies and procedures or virtual enterprises that students accessed as they progressed through the program. Sample documents were also accessed from websites such as [SEEK](#), [LinkedIn](#), and [Microsoft Office online](#).

Build the classroom into a business workplace. The teacher is the manager who provides deadlines and meeting schedules. The class meets on a regular basis to discuss progress or issues and meeting roles are rotated. Meetings are conducted with an agenda, minute-taking, and processes such as accepting the previous minutes and noting action items. The chairperson consults with the teacher about the forthcoming agenda and arranges refreshments for participants.

Conducting simulations

Introducing simulations into classes can create more interactive problem-based learning. Students are required to engage critical evaluative thinking as they work through scenarios, and are exposed firsthand to a range of specific industry nuances and skills. Simulations help to integrate theory and practice, and can be highly motivational as students perceive learning to have purpose.

Other advantages of simulation teaching activities include the ability to provide students with instantaneous feedback and the opportunity to correct any misconceptions or errors. Seeing students in action means that teachers can assess their use of the many different skills required when dealing with people.



Simulations require careful assessment, planning, and management. The following flowchart shows steps in the planning process.

Remember to allocate time in the activity description for briefings before and after each simulation.

Simulation methods that may be applied to a business services program include:

- case study analysis – this might be digital as in a video or immersive VR, or hard-copy text
- roleplays – staff or students take on roles that represent the workplace
- skills demonstrations
- incident and situation management
- use of modified equipment
- games
- access to a virtual business in which students make decisions about daily operations and are exposed to workplace policies and processes.

Ideas for simulations in class

- 1 Dealing with a customer who is frustrated and complaining. This could be a roleplay conducted in pairs or a case study analysis presented online with an interactive character or in written format.
- 2 Pitching an idea or new service/product to a manager or group. This could be a roleplay and involve peer evaluation of communication skills.
- 3 Conduct a work evacuation or incident management with the use of simulated casualties and modified equipment.
- 4 Attending to phone calls and customers at the same time. This demonstrates communication and contingency management skills.
- 5 Workplace conversations with managers, suppliers or other stakeholders are conducted and involve interpersonal skills such as negotiation, presenting information, and the use of business vocabulary.
- 6 Chairing a meeting and use workplace documents. Meetings can be virtual or face-to-face; records can be hardcopy or online.

Teacher industry currency

The VCE VET Business teachers that contributed to this resource provided many different methods to maintain current skills and knowledge. Some ran their own businesses or were employed part-time in roles such as an administrative assistant. Others engaged in online business courses, a placement program or shadowed a colleague in business.

The Resources section of this publication includes a list of industry organisations that produce free online courses, webinars or videos about business operations and industry updates.

Further information about how to maintain currency can be found on the [Australian Skills Quality Authority \(ASQA\) website](#).

“It is a great idea to include simulations wherever the opportunity presents. Simulations imitate real work environments, scenarios, procedures, and systems. In a simulation, a student goes about work to make decisions and be accountable for task achievement. It provides a valuable opportunity to apply knowledge and practice skills rather than having training and assessment centered only on written tasks.”

*Priscilla Brown,
State Reviewer
VCE VET Business*





Learning activities and teaching strategies

This section provides suggestions for learning activities for core units of competency and commonly delivered electives in Year 1 and Year 2 of VCE VET Business. It includes suggestions on how to cluster learning activities and gather holistic evidence. Units that are similar in nature can be delivered together to enable students to experience real-life situations, reduce content duplication, and maximise class time.

Teachers and trainers contributed their ideas and experiences to this section, and indicated that an applied learning approach, in which students were actively involved in classes, was critical to gaining competence. Teachers are implementing approaches such as a flipped classroom and designing activities that are so engrossing that students do not realise they were learning as they are working. This strategy was particularly effective when dealing with unit of competency content that students perceived as dull or lengthy.

Units of competency

The units in this publication may include some that have been superseded. Please note the advice from the Australian Skills Quality Authority (ASQA) on managing transition from superseded training products.

Sometimes, a qualification or accredited course will specify a core or named elective unit or module that has been superseded, removed, or deleted from another training package. In these cases, you must continue to include the component/s as named in the qualification or course being delivered. ('Clauses 1.26 to 1.27 – Manage transition from superseded training products')

The units within VCE VET programs as published on [VCAA VET webpages](#) and on VASS are those required for delivery in the current year.

Training and assessment for each unit must include all elements, performance criteria, foundation skills, performance evidence, knowledge evidence, assessment conditions and resources as stated in the description for that unit. Trainers and assessors are strongly advised to map training resources and assessment tasks to ensure that all aspects of the unit have been included.

Further information about understanding a unit of competency can be found in Appendix 1, and the training and assessment requirements for each unit of competency can be located at the [Australian Government training website](#).

Help students understand their VET course

At the commencement of each unit, show students the unit details from the [Australian Government training website](#).

This is the study overview and sets expectations for their classes. For some students, it may be their first experience of competency-based training and assessment, so provide a brief overview of how it differs from other subjects.

The Business Services Implementation Guide explains competency-based training and assessment in clear terms that can be used in a short presentation. Revisit the unit description at the end of classes or before assessment to review learning.

Information in the unit description can be converted to an exam revision list for the end of the year.

Planning tips

There are multiple factors to consider when planning classes for each term. As a starting point, “unpack” the unit of competency to determine essential content and assessment conditions. Consider the nominal hours for each unit to help determine how many classes are required. Nominal hours can be provided by your partner RTO or found in the [Victorian training package purchasing guide](#), which includes the Business Services purchasing guide.

You may also refer to the program booklet, which states unit nominal hours. In general, units with scored assessment will require more class time to apply VCAA requirements.

Scheduling progressive review or catch-up classes should be considered to ensure students are fully prepared and ready for assessment.

Provide students with a short overview of the term ahead and utilise information on the [Australian Government training website](#) to describe key content and learning

activities. Establish assessment dates and ensure that units with scored assessment meet VCAA requirements for the hours required for the completion of all assessment tasks. Remember to allow sufficient time in term 4 for exam practice and preparation.

Sample delivery plan

The following table shows how to plan learning activities that are linked to essential skills and knowledge and can be provided to students for each unit or cluster of units. It applies to the scored unit *BSBXCM301 Engage in workplace communication*.

Sessions should include detailed information about student assessment and opportunities for students to practice. Generic learning tasks are suggested but teachers are advised to identify tasks in session plans.

Week	Learning objectives (Teacher hint: Check UOC on TGA)	Content (Teacher hint: Check BSB Implementation Guide)	Example learning tasks (Teacher hint: Learn by doing and through interaction)
1	Recognise and understand legislation that underpins workplace communication	Anti-discrimination legislation: <ul style="list-style-type: none"> Disability Discrimination Act 1992 Fair Work Act 2009 Privacy Act 1988 Local, state and territory WHS legislation	Create a PowerPoint presentation Access and equity written questions Extension: Case study and written questions
2	Understand organisational communication requirements	Organisational codes of conduct, reputation, and culture Organisational templates and style guides Privacy and confidentiality Workplace policies	Virtual business module Extension: Video on clear and respectful communication
3	Examine organisational communication methods and objectives Review and consolidation	Digital communication used in business and effect. Objectives for the audience. Computers, mobile devices, online communication platforms and collaboration tools, screen casting and recording tools, Word processing tools. Progress quiz A – Multiple choice	Virtual business module Extension: Find clear written communication and present to the class

Week	Learning objectives (Teacher hint: Check UOC on TGA)	Content (Teacher hint: Check BSB Implementation Guide)	Example learning tasks (Teacher hint: Learn by doing and through interaction)
4	<p>Examine organisational communication methods and objectives</p> <p>Gain confidence in the selection of communication methods for specific audiences and situations</p>	<p>Verbal means: telephones, mobile devices, video conference</p> <p>Written means: email, SMS, social media</p> <p>Workplace discussions: active listening, questioning, and providing feedback</p> <p>Key principles of cross-cultural communication and communication with individuals with special needs or disabilities</p>	<p>Conflict roleplay</p> <p>Critique of videos</p> <p>Extension: Video roleplay discussion with supervisor</p>
5	<p>Identify challenges for workplace communication</p>	<p>Different communication styles and methods.</p> <p>Safety risks</p> <p>Unethical communication</p> <p>Review and consolidation</p>	<p>Workplace meeting roleplay – Peer feedback and review</p> <p>Extension: Draft written instructions and seek peer feedback</p>
6 & 7	Assessment sessions		



Clustering units for delivery

Clustering involves grouping competencies into combinations for training and/or assessment. It is done to improve efficiency, remove overlaps of skills and knowledge, and reduces duplication of effort in assessment and training. It also allows for the collection of evidence that focuses on whole work activities rather than subsets, and so can connect learners closely to real working conditions.

There are different types of clustering models. For example, the learning may be clustered but not the assessment, or both may be clustered to reduce duplication.

Before considering a clustering approach, the intention, application, and evidence requirements of the units of competency should be carefully considered. In addition, consider that students may benefit from repeating skills and knowledge due to lack of experience in the sector. It can take many exposures to new

skills and knowledge before students meet minimum requirements and can practise with confidence.

Interrelationships across units should be examined so that evidence gathered can be used across several units. For example, there is no need to keep assessing a student's knowledge of legal and ethical considerations that overlap across 2 or more units, provided the assessment covers the contexts of all those units. The students only need to be assessed as competent once.

Some units of competency share similar knowledge. You may be able to teach some topics relating to the second year of the program in the first year and then refresh knowledge.

The following examples of clustering units have been provided by the VCE VET Business State Reviewer.

“Clustering units for delivery and assessment must be done in a purposeful and meaningful way. Clustering can help to minimise repetition in the program and to find links between units. Effective clustering gives richness to the quality of training and assessment.”

Priscilla Brown,
State Reviewer
VCE VET Business

Unit	Rationale	Sample activity
BSBCMM201 Apply communication skills BSBOPS201 Work effectively in a business environment BSBPEF202 Plan and apply time management	<i>BSBOPS201 Work effectively in a business environment</i> requires students to communicate in a team. <i>BSBCMM201 Apply communication skills</i> requires students to demonstrate verbal and non-verbal communication skills. Use of time management strategies is a focus of <i>BSBOPS201 Work effectively in a business environment</i> and <i>BSBPEF202 Plan and apply time management</i> . All three units require students to seek feedback on performance.	Students work in a team to complete a work task. Each student must produce a personal work schedule to document the work required to contribute to the team task. Students must use verbal and non-verbal strategies to communicate with team members and their supervisor, including seeking feedback on performance from their supervisor.
BSBTEC201 Use business software applications BSBTEC302 Design and produce spreadsheets BSBTEC201 Use business software applications can be clustered with other relevant TEC units in a similar way.	<i>BSBTEC201 Use business software applications</i> requires students to use at least 3 software applications on 2 occasions each. This presents the opportunity to include 2 <i>BSBTEC302 Design and produce spreadsheets</i> tasks as evidence for <i>BSBTEC201 Use business software applications</i> . One case study can be used to frame all tasks in this assessment.	Process a business letter and report in Microsoft Word. Desktop publish a flyer and a poster. Produce spreadsheets: <ul style="list-style-type: none"> • Sales data 1 • Sales data 2 • Stocktake data • Customer feedback

Unit	Rationale	Sample activity
<p>BSBTEC303 Create electronic presentations</p> <p>SIRXPDK001 Advise on products and services</p> <p>At Cert II level, <i>SIRXPDK001 Advise on products and services</i> could be clustered with <i>BSBTEC201 Use business software applications</i> to create aids to present product and service information.</p>	<p>Outside of a retail setting, customer service/sale can involve the delivery of a presentation to address more complex customer needs. Electronic aids can be used for such presentations.</p>	<p>Produce at least one electronic presentation to present product and service information. The student can present this information to peers in a customer service simulation.</p>
<p>BSBSUS211 Participate in sustainable work practices</p> <p>BSBCRT311 Apply critical thinking skills in a team environment</p> <p>At Cert II level, <i>BSBSUS211 Participate in sustainable work practices</i> could be clustered with <i>BSBCRT201 Develop and apply thinking and problem-solving skills</i>.</p>	<p><i>BSBCRT311 Apply critical thinking skills in a team environment</i> requires students to generate and present solutions to a workplace problem on at least 2 occasions. One of these problems could relate to sustainable work practices to identify an area for improvement and make suggestions for improvement in own work area.</p>	<p>Students can calculate resource usage for a work area, identify any resource inefficiencies or areas for improvement, and make suggestions for improvement.</p>
<p>BSBPEF301 Support personal wellbeing in the workplace</p> <p>BSBTWK301 Use inclusive work practices</p> <p>At Cert II level, <i>BSBPEF201 Support personal wellbeing in the workplace</i> could be clustered with <i>BSBTWK201 Work effectively with others</i>.</p>	<p>This cluster of units is based on the nexus between the two. Diversity and inclusive work practices support wellbeing; employees with stronger wellbeing tend to be more inclusive; effective wellbeing initiatives accommodate unique needs of different employees; diversity and inclusion programs recognise wellbeing as a diversity issue.</p>	<p>Students work in small groups they would not ordinarily work in to produce a slide presentation on wellbeing resources for employees. Students must be inclusive of all team members and support the wellbeing of their peers.</p>
<p>BSBOPS304 Deliver and monitor a service to customers</p> <p>BSBPEF301 Organise personal work priorities</p>	<p>To perform various customer service tasks, an employee must organise their own personal priorities, including planning to get work done.</p>	<p>Prepare a presentation to address a complex customer need. Before commencing work, students must document a personal work schedule. Additional tasks, such as responding to given customer complaints, may be added.</p>
<p>BSBINS302 Organise workplace information</p> <p>BSBXCM301 Engage in workplace communication</p>	<p><i>BSBINS302 Organise workplace information</i> focuses on acquiring information and organising it in a format for use and distribution. <i>BSBXCM301 Engage in workplace communication</i> includes undertaking routine communication, which includes preparing written material that is clear in meaning and format according to organisational requirements.</p>	<p>Students research industry relevant information, gathering data from written resources and discussions. They assess information for use and present it in a written report.</p>

Year 1 programs

Sample delivery sequences

When designing a delivery program, the unit sequence should introduce students to fundamental skills and concepts, and build on this understanding as the year progresses.

Certificate II in Workplace Skills	Certificate III in Business
TERM 1 UNITS	
BSBCMM211 Apply communication skills BSBWHS211 Contribute to the health and safety of self and others 60 hours	BSBXCM301 Engage in workplace communication BSBINS302 Organise workplace information 70 hours
TERM 2 UNITS	
BSBOPS201 Work effectively in business environments BSBTEC201 Use digital technologies to communicate in a work environment 90 hours	BSBTEC301 Design and produce business documents 80 hours
TERM 3 UNITS	
BSBPEF202 Plan and apply time management BSBSUS211 Participate in sustainable work practices BSBCRT201 Develop and apply thinking and problem-solving skills 70 hours	BSBOPRS304 Deliver and monitor a service to customers BSBPEF301 Organise personal work priorities 65 hours
TERM 4 UNITS	
BSBPEF201 Support personal wellbeing in the workplace	Exam revision

Term 4 may be filled with content review and examination preparations. It may not be possible to complete 2 units in this term, so it is recommended to commence one unit earlier if possible.

Concurrent delivery

When designing a program, consider how units can link together. Thoroughly examine your units and identify practical ways of integrating key knowledge and skills. This means that delivery is more likely to reflect real-life situations and closely replicate workplace conditions. Design learning activities that facilitate “learning by doing”

across course units and represent current workplace activities. Excursions, incursions, and guest presentations will represent the content from many units. Other selected ways of learning skills and knowledge should also represent a holistic view.

Year 1 learning activities – Certificate II in Workplace Skills

Schools may select Certificate II in Workplace Skills in Year 1 for several reasons. It prepares students for entering the workforce, provides a foundation for undertaking units at Australian Qualification Framework Level 3 in Year 2 and enhances comprehension of business concepts that form part of a scored program. Year 11 students may not be ready to study units at AQF Level 3 and this option provides a considered approach to competency-based training and assessment. The following teaching strategies were provided as examples of methods to encourage students to enter the Certificate III in Business and pursue scored assessment.

Example 1:

Using the school's coffee cart, students were holistically assessed on engaging with customers, delivering a service to customers, advising on products and services, problem solving, working in a team, developing effective work habits, etc. Students created a web presence for events such as parent information sessions and sports carnivals. An external RTO was engaged to conduct the assessments and provide accredited certificates.

Example 2:

Students were required to develop a business plan for a smoothie bar. This included considering sustainable and safe work practices, collecting data, identifying roles and responsibilities, marketing the product, and working within a team. An external company was engaged to facilitate the activity and taste-testing was done by other students. The focus was on providing students with authentic, real-life experiences to develop skills such as critical thinking and communication.

Core units

BSBCMM211 Apply communication skills

This unit provides the skills and knowledge for basic workplace communication in any industry. Students are required to apply verbal and nonverbal skills in face-to-face communication and produce written documents that meet organisational requirements. It is a good foundation for the Year 2 scored unit *BSBXCM301 Engage in workplace communication*.

Examples of learning activities

- Provide a range of simple work tasks requiring a form of communication. Students must articulate the task communication needs, communication methods to get the work done and stakeholders relevant to the work.
- Provide roleplay scenarios and assign roles such as a customer service officer and a customer, participants at a meeting, or employees negotiating a shared task.
- Give students a problem to solve in small groups, such as building a tower using basic or limited materials. Students must focus on the role of communication to solve the problem.
- Students are given a service scenario and must brainstorm closed, open, and probing questions to ask a customer.
- Students draft an email or simple feedback form requesting feedback on their communication skills.
- Students write a simple business letter responding to a customer complaint.
- Students create a flyer promoting a product of their choice.

BSBOPS201 Work effectively in business environments

This unit introduces students to workplace resources such as policies and procedures, codes of practice, and operational documents. They are required to demonstrate skills such as managing workload, teamwork, and raising issues within a business environment. It supports the Year 2 scored unit *BSBOPS304 Deliver and monitor a service to customers*.

Examples of learning activities

- Explore a range of material published by organisations such as Fair Work, including the videos on the [FairWorkGovAU YouTube channel](#), to better understand employer and employee rights and responsibilities.
- Look at the structure of an organisational hierarchy and at least one job description of a junior role within the organisational chart. Identify requirements of the role within the context of the work team as shown on the organisational chart.
- Students undertake a simulated team business task. They observe communication between team members and draw on their observations to write a case study that shows good and/or poor communication practices.
- Simulate a team business task with assigned roles. Students should:
 - develop questions to clarify their own responsibilities and task requirements
 - identify their own work tasks
 - prioritise their work tasks.
- Analyse a Code of Conduct within a team. Each team member prepares a few slides on a section of the document to be compiled into one presentation to use as a staff induction tool.

BSBPEF202 Plan and apply time management

In this unit, students develop and implement time management strategies and complete work tasks within a specified time frame. They will also need to seek and incorporate feedback to improve work performance and use digital tools where possible. This unit supports the knowledge covered in the Year 2 scored unit *BSBINS302 Organise workplace information*.

Examples of learning activities

- Research time management techniques, such as SMART.
- Apply the Eisenhower Matrix to prioritise a list of work tasks.
- Break down a work task and assign deadlines for the completion of sub-tasks.
- Apply Locke and Latham's goal setting principles to evaluate work goals.

- Brainstorm factors that positively and negatively impact goal achievement.
- Use technology such as Microsoft PowerPoint and Microsoft Word, SmartArt graphics gallery, spreadsheets, Timeline maker, Kanban, and Office timeline to design simple timelines/Gantt charts for schedules, task tracking, task management and team collaboration.

BSBSUS211 Participate in sustainable work practices

Students are required to measure, support, and find opportunities to improve the sustainability of work practices. The unit is also part of Certificate III in Business.

Examples of learning activities

- Use technology to produce a mind map to show a range of sustainable work practices.
- Students review the policies on sustainability in their school and other businesses. This might include visits to departments where students can interview staff and examine policies. Teachers that contributed to this resource facilitated incursions to their school IT department or general administration/business areas.
- Students visit local businesses with a set of questions for operators on how they created sustainability practices, or guest speakers could contribute to classes.
- As a class, brainstorm or debate the concept of corporate social sustainability.
- Students create a poster focusing on a sustainable work practice such as saving water, using recycling bins, being energy efficient, etc.
- Conduct an audit focused on sustainability efficiencies and inefficiencies around the school or in another work environment. Students document findings on an audit form and suggest improvements to practice.
- Calculate the energy consumption of a worker in a business environment.
- Explore case studies showing businesses that embrace sustainable work practices and programs such as encouraging staff to use public transport, using LED lighting, and metering and monitoring energy consumption and landfill waste.

Extended learning activity

In teams, students conduct a sustainability audit of different areas within the school, such as the gym, classrooms, playground, lunch area, toilets, teachers' staff room, and science labs. They develop a checklist and rating system for topics such as waste and recycling, energy, water usage, and cleaning supplies/chemicals. They collate all the data and write a report that includes a summary of improvements and solutions they have identified.

“Environmental sustainability – with national understanding of the likely impacts of climate change increasing, businesses are increasingly expected to minimise their environmental impact. Environmental sustainability practices also have benefits for businesses in terms of cost savings, energy efficiency, staff engagement and gaining a competitive edge.”

BSB Business Services Training Package Companion Volume Implementation Guide (Version 8.0), p.55

BSBWHS211 Contribute to the health and safety of self and others

This unit introduces students to the requirements of working safely. It covers following policies and procedures, incident reporting, hazard identification, and participating in workplace activities such as WHS meetings and inspections.

Examples of learning activities

- Students examine contents of a range of WHS policies and procedures and identify key points applicable to a business setting.
- Arrange a guest speaker with a WHS role in a business to present practices in their own context, including a show and tell of any PPE used on their worksite.
- Students consider information presented in case studies on a range of incidents and then identify steps to respond to the incidents in compliance with WHS documents.
- Students conduct a basic WHS audit of the school premises and document findings on a WHS audit form. During the audit, students apply a risk matrix and hierarchy of controls to suggest improvements.
- Verbally provide details of a WHS incident. Students use this information to fill out a WHS incident form.
- In small groups, students participate in a WHS meeting. The agenda can be provided to them. Students can take on roles such as chairperson and minute taker, and can also be responsible for agenda items.
- Students work as a class to make improvements to their own environment to minimise or eliminate hazards and reduce risks.





Year 1 learning activities – Certificate III in Business

BSBWHS311 Assist with maintaining workplace safety

This unit requires students to implement and monitor work according to WHS policies and procedures. They will need to understand the legislation, regulations and codes of practise that apply to their workplace, and specific WHS processes. Key topics include safety procedures, risk management and control, incident investigation, and reporting and working in a team to improve safety at work.

Examples of learning activities

- Simulate problem-based meetings and roleplays in which students solve an identified issue, such as trip hazards from computer cables or increased staff absences due to sick leave.
- Simulate a fire drill and evacuation.
- Hide hazards in the classroom and ask students to locate, document and classify them.
- Provide students with sample copies of WHS policy and procedure documents. Students interpret the information and give a brief presentation to others to explain the content.
- Set up an area to simulate a business workplace with hazards. Students complete hazard identification and risk assessment paperwork.
- Based on outcomes of hazard and risk assessment, students identify worker training needs and draft communication to report these training needs to relevant stakeholders. Students assess the risk for a range of given scenarios and apply the hierarchy of controls to suggest actions to eliminate or minimise risk.

- Students prepare a workplace document that clearly identifies who needs to be contacted in the event of a WHS issue or accident, and then address who the relevant stakeholders in a business could be.
- Establish a risk register for your class and gather ideas from each student.
- Students examine selected excerpts from applicable WHS legislation and apply the legislation to workplace practice.

Extended learning activity

Take students on an excursion to a business where safety risks are high and numerous, such as an indoor trampolining or sports centre. Ask them to complete a thorough risk assessment based on their observations. They will probably find many rules and policies located on signs on the centre walls. Ask staff to speak to the group about recent incidents or how workplace safety is managed across all work groups.

Discuss the results of the risk assessment in class and roleplay a consultative WHS meeting in which management strategies are proposed. Ensure that documentation reflects workplace standards and policies, and the meeting is documented in the minutes.

This learning activity can link to many units, such as BSBSUS211 Participate in sustainable work practices, if students ask the business about sustainable practises, and BSBCRT311 Apply critical thinking skills in a team environment because students are working in a team

BSBTWK301 Use inclusive work practices

This unit explores ways of working in diverse teams or dealing with diverse clients. Anti-discrimination legislation is examined along with strategies that ensure full participation of every employee in the workplace.

Examples of learning activities

- Examine documents relevant to inclusive work practices, such as codes of conduct and anti-discrimination policies. Students outline how the principles underpin inclusive work practices.
- Students look at excerpts from Australian anti-discrimination legislation and suggest possible application to practices in a workplace.
- Put students into small groups in combinations they do not usually work in. Students complete a work task, making sure that all group members are included and given the opportunity to contribute fairly.
- Brainstorm the benefits of diversity in a business environment and create a mind map to present the results.
- Students draft an email to their supervisor requesting feedback on work performance, with a focus on inclusive work practices.

Extended learning activity

- Many organisations and government departments publish their diversity policies on their website. Students research one of these policies and answer a set of questions that are aimed to improve their knowledge of differences that need to be accommodated in the workplace. [The Department of Health](#) publishes diversity and inclusion plans on their website that introduce students to key unit concepts.
- Students explore the two following websites and present information to the rest of the class.
 1. [Fair Work Australia, Protection from discrimination at work](#): Information about what constitutes discrimination at work.
 2. [The Human Rights Commission](#): Information about discrimination and groups that may experience discrimination at work.
- Access the [Young people in the workplace script](#) from the Human Rights Commission and roleplay or discuss the script in class.



BSBTEC303 Create electronic presentations

This unit requires students to present information using various applications and platforms. They will need to follow timelines, meet a style guide, and produce a presentation that meets a brief. They will also need to demonstrate skills in the electronic storage of the presentation and be able to solve problems using a software help function.

This unit can be linked to another unit, such as *BSBPWF201 Support personal wellbeing in the workplace* if students create a presentation about personal wellbeing, or *BSBSUS211 Participate in sustainable work practices* if they present on a sustainability process.

Examples of learning activities

- Students create a presentation based on a new product about to be launched by a company.
 - The presentation can be extended to a video format or animation.
- Students use presentation software to create a portrait-oriented digital presentation for advertising at a bus stop.
- Students conduct a tutorial for the class on two features of Microsoft PowerPoint, such as exporting PowerPoint slides and sharing as a video, and features, including icons, notes, animations, using shapes, adding a video, charts, backgrounds, inserting comments, etc.

BSBPEF201 Support personal wellbeing in the workplace

In this unit, students explore factors that may influence wellbeing, both positively and negatively. They are required to demonstrate appropriate communication methods when working with a supervisor to improve wellbeing at work. It is a good foundation for the scored unit *BSBPEF301 Organise personal work priorities*. This unit can also be linked to WHS, ergonomics and physical wellbeing. Preventative action should also be a focus.

Examples of learning activities

- Roleplays that incorporate communicating with a supervisor about a wellbeing issue are suitable for this unit.
- Students draft an email communication to a supervisor requesting a meeting to discuss a wellbeing matter or informing their supervisor about a wellbeing matter.
- Ask one of the school's wellbeing staff/teachers to visit the class and speak about a range of factors that impact personal wellbeing.
- Students access internet-based wellbeing resources for a research project that examines the relationship between personal wellbeing and workplace factors.
- Access [VicHealth](#), which provides free apps, resources, case studies, videos, opinion pieces, and publications. Students design activities around digital tools such as fitness apps or apps based on mindfulness or other wellbeing topics.
- Students access one or more websites by companies that offer Employee Assistance Programs to understand the structure and purpose of such a program.

Extended learning activity

As a class, students develop content for a health and wellbeing online platform for a particular business. Work can be collected via a shared drive and periodic meetings can be conducted throughout the term to monitor progress towards meeting a deadline. The activity could include the use of software and technologies and should include items such as:

- an employee assistance program
- external services available to employees
- privacy and confidentiality policies
- employer responsibilities according to WHS legislation.
- a communication and promotion strategy.

BSBTEC202 Use digital technologies to communicate in a work environment

In this unit, students are required to effectively identify, select, and use available methods of digital communication. Methods might include email, SMS messaging, and social media.

To meet specific performance requirements students must send and receive digital communication four times each. Storing, filing, archiving, and deleting communication, and security considerations, are involved.

Examples of learning activities

- Access school and/or business policies and protocols for digital communication and integrate these into the tasks set for this unit.
- Link sessions to current issues highlighted in the media about cyberbullying and digital ethics.
- The class establishes a digital code of ethics.
- Students conduct a virtual meeting with each other. Document the meeting on a minutes form and store them according to policy. Evaluate the strengths and weaknesses of meeting online.
- Students set up an email signature according to a business style requirement.
- Students are given roles within a small group and details of communication to draft and send to stakeholders (group members). Students then need to archive, permanently delete, and file these emails according to given requirements.
- Students are given a range of scenarios for internal and external communication and must identify suitable methods to communicate messages according to organisational and legislative requirements.
- Provide students with a range of short scenarios or sample communication they need to respond to. Students draft responses to these, which can include email responses, chat responses or describing actions for response such as arranging an online meeting.

BSBCRT311 Apply critical thinking skills in a team environment

This unit requires the application of critical thinking skills to generate solutions to workplace problems in a team environment. Problem-solving skills must follow the process outlined in the unit description. The following list explores critical thinking process that can be applied in class when working through scenarios and case studies based on business environments.

Examples of learning activities

- Provide students with a range of issues that may present in a business environment and ask them to develop creative solutions and processes. Examples might be working in hybrid teams, how to recruit and retain employees, and how to best manage time. Break students into groups as they work through each issue in stages. As part of the process, students develop questions that would be put to relevant stakeholders to determine the root cause of the issue.
- Creative thinking activities: Conduct some creative-thinking activities such as brainstorming, applying De Bono's Six Thinking Hats, Scamper or constructing a fishbone diagram. Use an idea evaluation tool. Do a PESTLE or SWOT analysis to help work through a workplace issue, such as introducing a new product line.
- Use technology such as Mural or Ideation, which has sticky notes, voting features and a brainstorming map, for a brainstorming activity.
- Create an escape room activity.
- **My Business** provides positive case studies and solutions for businesses that could be applied to problem solving in class.

Extended learning activity

This can be applied to *BSBTWK301 Use inclusive work practices* as an introductory activity. It demonstrates the use of respectful, effective communication strategies that consider differences within the team.

- Building a bridge exercise
- Students work in a team to build a bridge. Teams should have 5 members or fewer.
- Each team will receive a pack of materials, consisting of 30–50 pieces of uncooked spaghetti, a polystyrene or plastic disposable cup, 8 mini marshmallows and an apple.
- Teams are given 20 minutes to design and build a bridge that will be tall enough to allow the cup, which is acting as a boat, to pass beneath it, and strong enough for the apple, which acts as a car to sit on top of it.
- At the conclusion of the activity, students reflect on the outcome of their teamwork and respond to questions such as:
 - What methods of communication worked well?
 - How did the team problem-solve or overcome barriers to complete the task?



BSBTEC302 Design and produce spreadsheets

This unit requires students to plan, design, produce, and finalise a spreadsheet on at least 4 occasions. Specific formatting and design features are detailed in the unit description.

Examples of learning activities

- Select a simple topic, such as a budget for a party or running a car. Build on spreadsheet skills and applications. Design a set of activities for a self-directed workbook where students add features to their spreadsheets.
- Beginning with a set of raw data, use a range of formulae to complete basic calculations, such as totalling sales, converting currency, and dividing salaries to calculate monthly pay.
- Use a raw set of data to work out figures such as average number of units sold, maximum and minimum figures, or count the occurrence of a value in a data set.
- Create a range of charts, such as a pie chart to represent demographics, a line graph to map temperature, a column graph to chart units sold, and a combination chart to show trends between two different variables.
- Provide students with examples of well-designed spreadsheets, in which the spreadsheet is clearly defined, data areas are discrete, and results are clearly displayed.
- Define the desired style of a spreadsheet by asking students to change presentation aspects such as font, borders, and colours.
- Students password-protect a spreadsheet.
- Data from spreadsheets can be represented in tables of pie charts. Have a competition for the most creative way of representing data.

Extended learning activity

Case study – Car sales business

The owner of an automotive dealer has decided to expand the business product range to include caravans. To accommodate this change, he will need to remove some cars from the lot.

The owner requires your assistance to understand which motor vehicle brand that he currently stocks should be removed from the product range. He would like this recommendation to be supported by evidence and has provided you with sales data that he hopes you can format and analyse to help arrive at the best decision.

Task	Instructions
Data entry	Navigate to the data worksheet and insert the hard copy sales data for November and December. Isuzu: Nov-81 Dec-106 Toyota: Nov-65 Dec-77 Audi: Nov-47 Dec-49 Honda: Nov-33 Dec-80 Mercedes: Nov-22 Dec-35
Format	Format your data into a table
Use SUM and Auto Fill	SUM totals for vehicles and months (Column O and Row 7). Use Auto Fill to complete the work more efficiently.
Average	Use = Average to populate Column O.

“ I use this task for teaching organising workplace information and a preview for producing business documents. I print the worksheet called “instructions” for the students, and they tick each item off the list as we complete it together. The students get electronic copies of the file.

I introduce the workbook and the business, and we discuss information in the context of a car dealership. I use prompt questions derived from the UOC elements.

Students that are proficient can work independently while the remainder of the students can follow along with the teacher allowing for differentiation.

Students will create charts, which they will analyse, and answer the questions. ”

Milosh Veljkovic,
Methodist Ladies College

Extended learning activity (continued)

Task	Instructions
Change decimal places	Format cells in Column O to 0 decimal places (whole number).
Data entry	<p>In Column P, add the heading "Average Selling Price".</p> <p>In Column Q, add the heading "Sales Revenue".</p> <p>In Column R, add the heading "Unit Cost Price".</p> <p>In Column S, add the heading "Automotive Cost of Sales".</p> <p>In Column P, add the following data for each vehicle:</p> <ul style="list-style-type: none"> Isuzu: 56,000 Toyota: 47,000 Audi: 91,000 Honda: 37,000 Mercedes: 106,000
Calculate sales revenue	<p>Complete Column Q</p> <p>Total sold * Average selling price = Sales revenue</p>
Data entry: Multiply, Percentage, Subtract and Calculate	<p>The cost price for each item (how much it costs to buy from the manufacturer/supplier) is indicated below. This is expressed as a percentage of the Average selling price. Use a formula to calculate the cost price in \$ for each unit in Column R. (Use CTRL+Z if it auto calculates.)</p> <p>Isuzu: Cost price = 65% of the Average selling price</p> <p>Toyota: Cost price = 68% of the Average selling price</p> <p>Audi: Cost price = 72% of the Average selling price</p> <p>Honda: Cost price = 66% of selling price</p> <p>Mercedes: Cost price = 75% of the Average selling price</p> <p>In Column S, use a formula to calculate the Total cost of sales. Multiply the quantity sold by the Unit cost price.</p> <p>Calculate Gross profit in Column T by subtracting Total cost of sales from Sales revenue.</p>
Check and review	<p>Use Ctrl+~ to check your formulas for mistakes or to make them visible when printing.</p> <p>Use conditional formatting to highlight the bottom monthly sale results in red (exc. totals).</p> <p>Total any other relevant row or column.</p> <p>Format all dollar values into Currency format.</p> <p>Add the heading "Prestige Automotive Car Sales 2022" in Row 1. Apply bold formatting, and merge and centre.</p> <p>Insert a series of charts to help you to analyse the information.</p>

Connecting to Year 2

The VCAA strongly recommends the completion of a Year 1 delivery sequence before undertaking scored assessment. The Unit 3 and 4 sequence of this program was not designed to be delivered as a stand-alone study. The first year provides key foundation skills and knowledge that underpin the scored assessment units. It introduces students to key workplace concepts such as:

- communication skills and working as part of a team
- workplace health and safety
- time management processes and managing work tasks
- using software applications to organise information and data
- organisational standards, workplace procedures and instructions.

The second year of the program builds on this foundation and students are better prepared for their studies. Students also gain a greater understanding of the business industry, which assists post-school planning. For example, the basic communication skills gained from Year 1 are further developed in Year 2 to produce the specific conversations needed to elicit workplace communications and meet service standards.

One strategy that facilitates skill-building is creating connections to Year 2 during delivery of Year 1. This reinforces expectations and objectives for the second year and can improve student confidence and interest.

The following table provides examples on how connections can be introduced into delivery to support the Year 2 unit *BSBTEC301 Design and produce business documents*.

Learning connections from two Year 1 units

BSBCMM211 Apply communication skills

Students produce a simple processed document using the style guide that applies to Year 2 and commence a manual/list of Word-processing basics. Document design concepts and procedures such as conventions for personal names are introduced.

Basic Word functions include:

- starting Microsoft Word
- opening and saving a document
- selecting, moving, and copying text
- formatting text and paragraphs
- constructing tables, paragraph numbering, inserting tabs and bullets, and using the Help function
- closing a document and exiting Microsoft Word.

BSBTEC202 Use digital technologies to communicate

BSBTEC202 Use digital technologies to communicate in a work environment

Introduce processes that check and finalise electronic documents. Ask students to create notes that will be used in Year 2 and explain and define these processes.

Processes might include using Spell Check in an email, checking before emailing a document, publishing a document in PDF, following a workplace policy, protecting documents with a password, and file naming procedures.

When structuring Year 1 of the VCE VET Business program, consider the inclusion of specific elective units from the Certificate II in Workplace Skills or the first year of Certificate III in Business that help to provide a foundation for the Year 2 scored units. This strengthens understanding of industry skills and terminology and builds student confidence when entering Year 2.

“ This is what I would put together for students using Certificate II in Workplace Skills units only. This would form a good foundation for the scored program.

BSBCRT201 Develop and apply thinking and problem-solving skills – Group A

BSBTEC201 Use business software applications – Group B

BSBTEC202 Use digital technologies to communicate in a work environment – Group B

BSBOPS202 Engage with customers – Group C

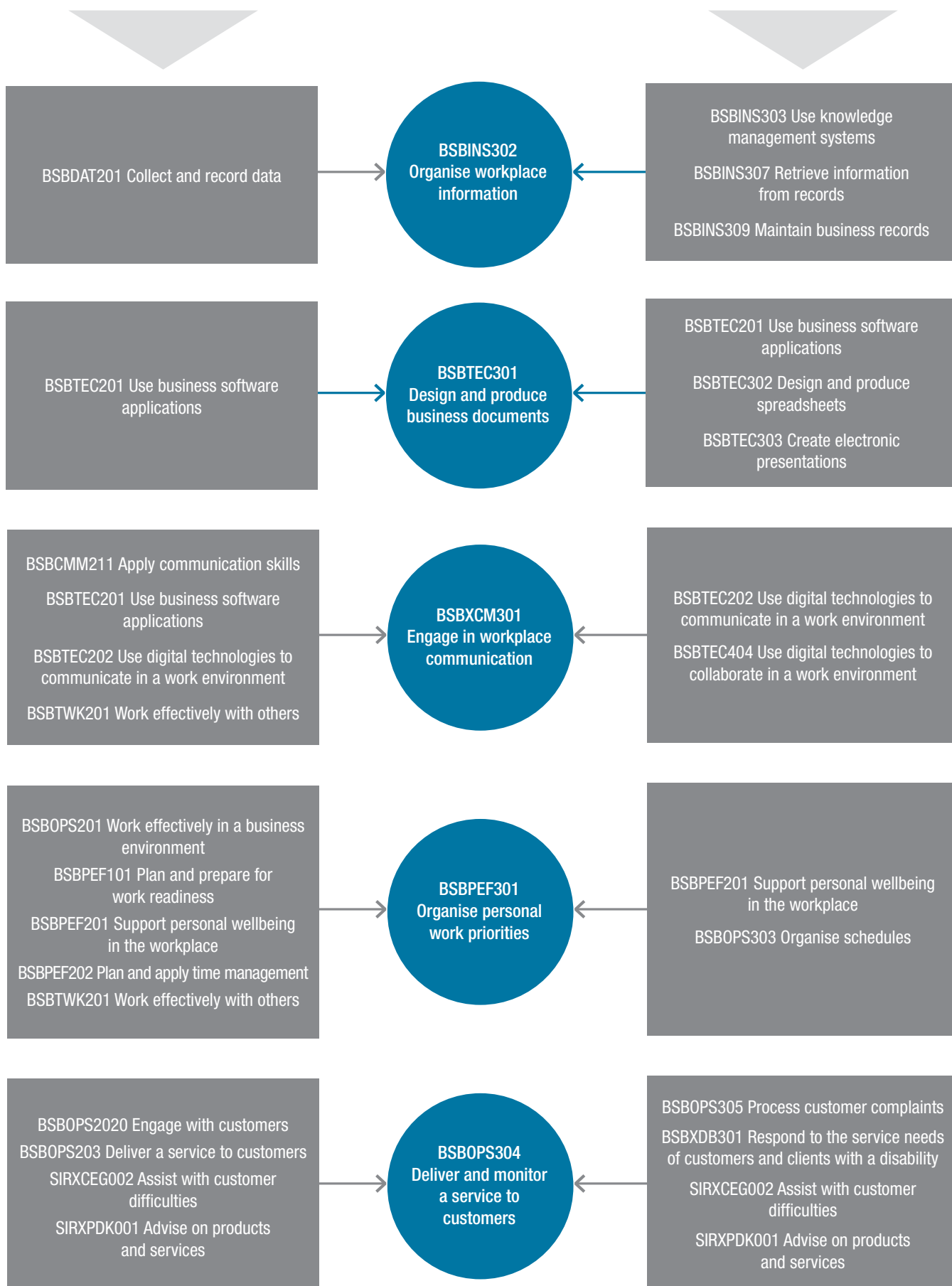
SIRXPDK001 Advise on products and services – Group C.”

Priscilla Brown, State Reviewer VCE VET Business

The following diagrams provide examples of how to align your electives to support the Year 2 scored units.

Year 1 Certificate II in Workplace Skills

Year 1 Certificate III in Business





Year 2 program

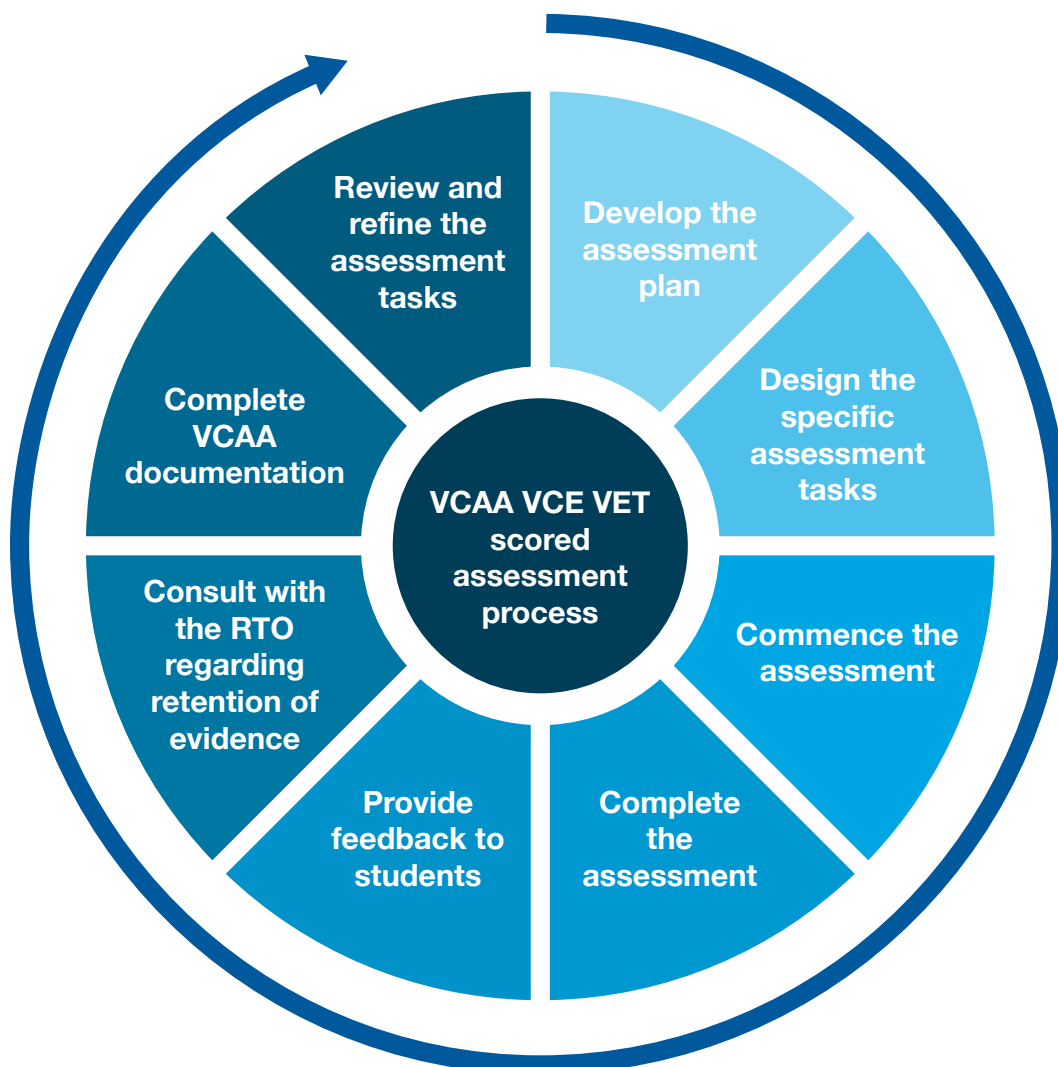
Scored assessment is available for the Certificate III in Business qualification. To gain a study score a student must:

- be assessed as competent in the prescribed training
- complete all scored VCE VET assessments
- complete an end-of-year examination.

The following diagram represents the 8 steps of the scored assessment process. Further details can be found in the [VCE VET Scored Assessment Guide](#).

It includes an overview of scored assessment, advice regarding the development of coursework tasks and integration of study scores with competency-based assessment. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.

When designing assessments and study content for this qualification, refer to the [Business Services Training Package Implementation Guide \(Version 8.0\)](#)



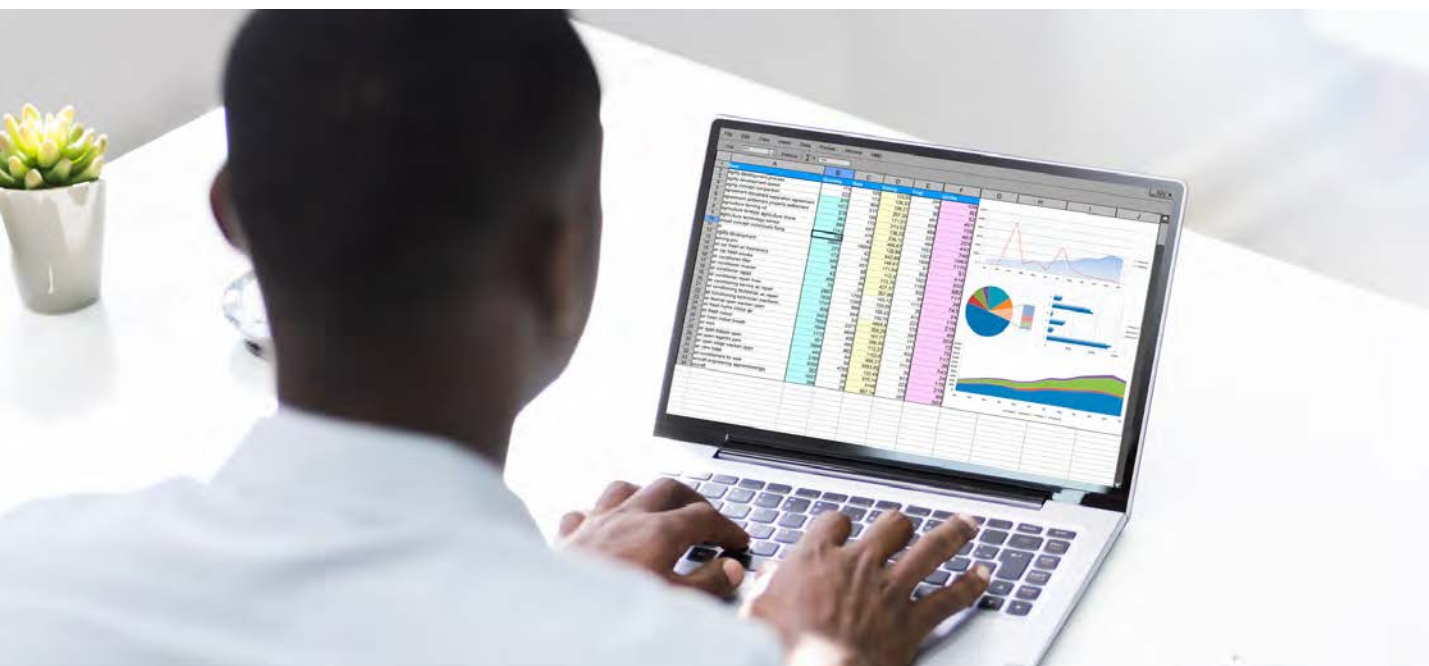
Sample program Year 2: Units 3 and 4 (scored assessment)

The following program is for Year 2 of VCE VET Business.

Units	
BSBINS302	Organise workplace information
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication

Sample delivery sequence Year 2: Units 3 and 4

Units		Delivery order	No. of delivery weeks
BSBPEF301	Organise personal work priorities	1	3–5
BSBINS302	Organise workplace information	2	3–5
BSBTEC301	Design and produce business documents	3	7–10
BSBOPS304	Deliver and monitor a service to customers	4	3–5
BSBXCM301	Engage in workplace communication	5	3–7



Scored assessment plan samples

Assigned to:			Product (1st)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:			05	07	08
BSBINS302	Organise workplace information	30			✓
BSBOPS304	Deliver and monitor a service to customers	35		✓	
BSBPEF301	Organise personal work priorities	30		✓	
BSBTEC301	Design and produce business documents	80	✓		
BSBXCM301	Engage in workplace communication	40			✓
Allocation of nominal hours:			80	65	70

Assigned to:			Product (1st)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:			05	07	08
BSBINS302	Organise workplace information	30		✓	
BSBOPS304	Deliver and monitor a service to customers	35			✓
BSBPEF301	Organise personal work priorities	30		✓	
BSBTEC301	Design and produce business documents	80	✓		
BSBXCM301	Engage in workplace communication	40			✓
Allocation of nominal hours:			80	60	75

Assigned to:			Product (1st)	Portfolio (2nd)	Industry Project (1st)
VASS data entry no:			07	08	03
BSBINS302	Organise workplace information	30			✓
BSBOPS304	Deliver and monitor a service to customers	35		✓	
BSBPEF301	Organise personal work priorities	30		✓	
BSBTEC301	Design and produce business documents	80	✓		
BSBXCM301	Engage in workplace communication	40			✓
Allocation of nominal hours:			80	65	70



Scored assessment tasks

You will need to select three tasks to cover all units of competency. Reading down the columns, the ticks indicate which task each unit of competency has been assigned to.

- 1 You may select two tasks of the same type, but not three. For example, a student could complete two Portfolios but cannot do a third Portfolio.
- 2 The assessment of a unit of competency cannot be split between two tasks.
- 3 Decide on task allocation after considering the units of competency and the scoring criteria for each task. This will help you to choose the task type that gives students the most scope for demonstrating their achievement of the units of competency.
- 4 The allocation of nominal hours across tasks should be as equally weighted as possible.
- 5 No task for VCE VET Business may account for more than 110 total nominal hours in the student's Units 3 and 4 sequence. A task accounting for more than 110 hours will not be acceptable.

Information about the examination

The end-of-year examination is based on all the compulsory units of competency as stated in the provided assessment plans. It will focus on an understanding of the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

The weighting of marks in the examination will reflect the approximate proportion of nominal delivery hours of each unit of competency that is examinable for this program. Refer to the [VCAA website](#) for the exam specifications

Design ideas for scored assessment tasks

The following are ideas for inclusion in scored assessment tasks. Always consult with the scored assessment guide when designing tasks to ensure that VCAA requirements are met in full.

BSBOPS304 Deliver and monitor a service to customers

BSBXCM301 Engage in workplace communication

Portfolio task

Possible items to include in a portfolio to assess these units are:

- A case study: Students analyse a particular service or product and its service delivery, and produce a report that identifies and recommends ways to improve service delivery.
- An observation checklist: Students roleplay to assess communication skills to manage customer complaints, promoting and enhancing services or products, or helping customers with specific needs.
- A business document: Students conduct a review of customer satisfaction data, which may involve creating a survey.
- An observation checklist: Students roleplay responding to a customer complaint and follow up with an email and survey. The roleplay could be conducted via a virtual meeting with the customer.

Knowledge evidence can be assessed by a set of written or oral questions linked to the practical activity.

BSBOPS304 Deliver and monitor a service to customers

BSBXCM301 Engage in workplace communication

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Knowledge evidence can be assessed by a set of written or oral questions linked to the practical activity.

BSBTEC301 Design and produce business documents

Product task

Students design a range of business documents required for a school event such as a concert, careers day, or parent function.

They will need to prepare and submit:

- a written plan that includes the identification of key stakeholders, communication strategies for each, the communication purpose, expectations, procedures, a timeline, and format of specific documents
- a process/production document that details the planning process in a visual diary, template, or other format
- the product, which could include documents such as flyers, letters, emails, mailing labels, Google map instructions, name tags, and signs
- evaluation questions as an evaluation method for the event.

Year 2 learning activities

BSBTEC301 Design and produce business documents

This unit has the highest number of nominal hours out of all compulsory units required in the 3 and 4 sequence. It not only requires the design and development of various business documents but also the use of multiple computer applications. Documents can include, but are not limited to, reports, business letters, spreadsheets, policies, procedures, flyers, Gantt charts, plans, invoices, slide presentations, meeting agendas, instructions, and questionnaires. Students must produce 4 different types of business documents and use at least 2 different software applications.

Examples of learning activities

- Students design a spreadsheet to record expenses.
- To conduct a mail merge, students design layouts for specific business documents, considering margin formatting, document orientation and inserting a footer, and then Spell Check and proofread the document.
- Students produce a report or presentation and import a Microsoft Excel chart or a video file into the report or presentation.
- Students format and edit a range of business documents according to a style guide.
- Using a given logo and brief outline of a business, students create a style guide.
- Students document storage procedures to name files in line with organisational requirements.
- Students are presented with basic outlines for a range of business documents and need to identify appropriate software applications for document production.
- Students populate a template provided, in accordance with organisational requirements.
- Students proofread text within a range of documents and make necessary adjustments.

Extended learning activity

Using a cafe as the context, ask students to design a brand, logo, and style guide for all business documents. Set up a filing system for the documents associated with the business, including details such as version control and file naming. The first document might be a summer menu for the cafe or a list of drinks on offer.

Break the class into groups and ask each group to concentrate on a particular set of documents, such as a supplier list, asset list, accounts receivable and payable, advertising materials, or customer database.

BSBINS302 Organise workplace information

Students are required to collect, organise, and apply workplace information in the context of an organisation's work processes, record managing and knowledge management systems.

Examples of learning activities

- Students research competitors for a particular product using internal and external sources. Internal sources might be from the company itself and external sources should include the internet. Provide guidelines on how web-based information should be assessed for accuracy, currency, and reliability. Present information in each template in accordance with organisational requirements.
- Brainstorm ideas around the advantages of computer-based information systems compared to manual information systems.
- Explore digital technologies to create webforms to gather information such as customer information or to collect feedback.
- Assess a range of resources for clarity, accuracy, currency, and relevance.
- Examine business policies and procedures for information management to identify acceptable work practices.
- Organise a given set of data into a format suitable for analysis, such as a table, chart, or graph.

“ We asked the students to produce step-by-step instructions for a mail merge and complete documents on a chosen business idea. They created a letter, poster, business card, report, and customer database. ”

*Bobby Todorovski,
Copperfield College*

- Students familiarise themselves with conventions for report writing and prepare a simple report using headings, subheadings, text, and graphics.
- Explore a range of methods to store and share information digitally.
- Organise for a guest speaker from a business to speak to the class about information management policies, procedures, practices, and systems at their workplace.
- Students script or draft a request for feedback on the quality of information gathered for a given work task. Students review the feedback to identify improvements to their processes for gathering information.
- Break the class into groups and ask them to explore formats for representing data and features of applicable software.
- Tick off a skills list/passport:
 - Saving your document
 - Creating PDF documents
 - Naming documents
 - Filing documents
 - Filing systems
 - Store and back up data
 - Proofreading and editing according to style guide.
- Students research software applications that can be used to help organise workplace information and summarise them in a table. Collate the tables and place them in a shared drive for the class.
- Practice writing SMART goals for subjects or study aims, and then apply skills to writing SMART goals for a business.
- Students research professional development opportunities for specific case studies and extend to researching their own professional development activities to plan for future work.
- Use the Urgent/Important Matrix to prioritise a range of work tasks.
- Research a range of digital time and task management tools, detailing features, and the benefits of each.
- Students suggest contingencies for a range of given plans.
- Students develop a morning schedule to travel to a workplace in a suburb one hour or more away from their home that requires two forms of public transport.
- Plan and organise project/work/study activities according to set timelines, populate into a Gantt chart using software tools, and monitor and report on the progress of project/work/study numerous times. Identify the risks to achieving the activities and resources that might be needed for contingency management.
- Students plan to complete a simulated work task in small groups and develop a personal work schedule to ensure tasks will be completed to standard and on time.
- Create a Gantt chart for a business task, such as the organisation of a trade event.
- Design a mindfulness table or area for the workplace and suggest how this space can be used effectively to increase worker efficiencies.
- Evaluate a range of work schedules and suggest improvements to increase worker efficiency and effectiveness.

BSBPEF301 Organise personal work priorities

Students are required to organise personal work schedules, monitor, and obtain feedback on work performance and maintain required levels of competence. Skills performance focuses on the development and implementation of a work plan. Students will need to be able to monitor and develop their performance according to workplace goals and personal goals.

Examples of learning activities

- Examine position descriptions that apply to job roles that require the Certificate III in Business qualification. Students identify Key Performance Indicators and policies that underpin the role.
- Discuss exam stress and management strategies. Link this to causes of workplace stress and how HR departments and initiatives such as EAP processes can support workers. For one week, students implement one de-stressing activity at home, such as deep breathing, increased physical exercise, mindfulness exercises, or listening to music and report back their results to the class.

Extended learning activity

Students record details of how they spend time after school for one week. Propose periods of subject revision and ask them to revise their after-school schedule to accommodate these periods. Students swap study schedules with a partner for feedback. Brainstorm results and link to concepts of work-life balance and stress management. Students construct an electronic study planner using software.

BSBOPS304 Deliver and monitor a service to customers

Students are required to identify customer needs, deliver and monitor customer service, and identify improvements in service. Performance evidence includes interaction with three different customers and the development of a report that identifies potential service improvements. There are also seven foundation skills that will need to be incorporated into the student's performance and are the basis for assessment checklists used in simulations. As with other units, students will need access to sample workplace documents such as policies, procedures, and customer complaint forms.

Examples of learning activities

- Students may have part-time jobs in retail and may have received training in customer service. Relate discussions to these experiences and create a charter of service standards.
- The [Australian Competition and Consumer Commission YouTube channel](#) has videos for businesses and consumers. Ask students to watch one of the videos, summarise the key content and present it to the class.
- The ABC has a YouTube channel for its program [The Checkout](#), which explores issues with consumer law. Ask students to access the channel and select a customer complaint to explore and align to consumer law.
- Work in pairs, one student roleplays a customer with individual needs for the other student to address with an appropriate response.
- Students develop a presentation to promote product alternatives to meet a specific customer need.
- Students write open, closed, and probing questions to determine customer needs for a range of scenarios.
- Based on written case studies or roleplay performances by their peers, students evaluate customer needs in a range of scenarios and suggest what is most important to ensure customer satisfaction.

- With reference to a complaints-handling procedure, students respond to a range of complaints in a simulated environment.
- Using verifiable evidence, students present quantitative data graphically, draw conclusions based on the evidence presented, and suggest customer service improvements.
- Students draft a report to present recommendations for customer service improvements, with a focus on report conventions.

Extended learning activity

The [Australian Consumer Law website](#) contains provides a lot of information that is relevant to all types of business interactions.

Students navigate through the website and locate information that might be relevant to an activity such as a fundraising food stall at school. They brainstorm ideas on how the best customer service can be provided at this event and create a mind map that identifies all operational considerations. Students create a business plan and goals for the event, including an application letter/email to the principal, processes that need to be followed on the day and allocate student roles.

During the event, students can monitor customer service against developed standards and processes. After the event, students reflect on and evaluate operational aspects, and write a report detailing how to improve the customer experience. This report could be presented to the principal or parent fundraising committee. Feedback can also be obtained by a short online survey to customers. Students can explore apps available to assist businesses with obtaining this data.



BSBXCM301 Engage in workplace communication

Students are required to communicate (through written, oral, and nonverbal form) in a business environment. Performance skills include the ability to partake in workplace discussions, respond to feedback and produce written communication. Students will need to interact in group situations such as a team meeting and communicate with their supervisors. Roleplays are likely to form part of training and assessment for this unit.

Examples of learning activities

- Consider interpersonal and team communication games to cover topics such as misinterpreting information or making assumptions. Games could include students providing verbal instructions to a person who is blindfolded. Students could also try to solve a problem without instructions. There are many other examples on the internet.
- In pairs, students conduct a virtual meeting and explore differences in speaking when they can or cannot see each other by turning their webcam on and off. In the debrief, students identify the advantages and disadvantages of having the webcam off and on, and when the speakers felt like they were most heard.
- In pairs, students roleplay non-listening behaviours. The communicator in the pair should not know that the receiver has been instructed not to listen. After the roleplay, the communicator lists the non-verbal messages that indicate the receiver was not listening. Extend this into how to manage this behaviour at work.
- Roleplay different questioning techniques such as open, closed, funnel, probing and leading questions.
- Design an activity around seeking feedback on the effectiveness of communication from different stakeholders: student group, teachers, school leadership team, community representative, etc.
- To link the unit to BSBOPS304 Deliver and monitor a service to customers, students engage in a roleplay in which customers are communicating complex orders in a business setting. Brainstorm the barriers to effective communication and how best to meet customer expectations. Students access a range of documents and videos and suggest the intended audience and purpose of them, giving reasons for their choices.
- Students examine a range of communication tasks to suggest an appropriate method of communication and other important requirements to plan for communication.
- Students plan and draft a range of professional communications such as text messages, emails, business letters, and social media posts.

- Students are given scenarios and roles and must improvise a performance to demonstrate good and poor communication. Classmates then break down the performance to identify the good and poor communication practices. Scenarios can include communication with people with a diverse range of needs.
- As a class or in small groups, conduct a brainstorming or problem-solving exercise with the objective of contributing to the discussion and supporting others to participate in the discussion. At the conclusion of the exercise, students must seek feedback from their peers on the effectiveness of their communication.

Extended learning activity

Select an activity that demonstrates the importance of active listening in the workplace. For example, after reading a 2-minute story, ask students to recall information such as the name of the main character. In the debrief, discuss what it means to actively listen and taking improved focus and recall. Relate this to a business meeting and the need for minute taking.

Ask students to consider the following scenario: At school you may focus on teacher lectures as you know you will be tested on the information. In the workplace, you will not be examined on information in a meeting. What might be the consequences of not being engaged in a meeting and what are your accountabilities? What planning and documentation provides the best outcomes for workplace meetings in a group or with your supervisor?

Resourcing Year 2

The following table details some resource considerations when planning to deliver Year 2 units of competency. A further list of teaching resources is provided at the end of this document.

Unit	Resources/Teaching toolkit
BSBXCM301 Engage in workplace communication	<p>Samples of business workplace policies, instructions, and codes of conduct.</p> <p>Information about communication strategies and policies, such as social media use; access to legislation pertaining to communication such as the <i>Privacy Act 1988</i>; an example of a website or other method of communication that caters for clients with special needs; YouTube videos that illustrate poor communication methods; examples of SMS messages and emails that convey effective communication and some that need improvement; videos in which unethical or inappropriate communication is demonstrated and conflict managed; roleplay scripts and games to explore active listening</p> <p>Effective communication animations pitched at secondary school students, such as Active listening: How to communicate effectively and 5 conversation and communication tips.</p> <p>Online platforms such as Microsoft Teams and GoTo Meeting for students to explore virtual communication methods. Explore apps used in businesses and their functions.</p> <p>Explore a variety of methods of communication (written documents, face-to-face, email, virtual meetings, video/phone messages) and discuss which ones are appropriate for specific stakeholders: director, project team, competitors, committee, internal staff, media, suppliers, customers, etc.</p> <p>Explore the multiple purposes of workplace communication and look at a variety of documents that inform, persuade, problem-solve, provoke action, build brand image, evaluate, etc.</p> <p>Practice planning content of messages, using a framework, identifying the main idea, shaping the message, decluttering the message, selecting medium. Practice using both the passive and active voices, and constructive written and verbal communication.</p> <p>Investigate communication challenges within the workplace, such as stress, lack of communication, hierarchy, authority, unclear roles and responsibilities, cultural differences, and workplace jargon.</p> <p>Use practical activities to demonstrate active listening and issues that arise in a group situation, such as a message being too complex, the timing too fast-paced, using words don't match non-verbal cues, poor listening, etc.</p> <p>How to request feedback, receive accurate feedback, and prioritise feedback.</p>
BSBINS302 Organise workplace information	<p>Samples of business records, forms, files, and documents – preferably electronic – including a range of different types and formats, such as invoices, letters, emails, marketing materials, meeting agendas, meeting minutes, interview forms, and business workplace policies and procedures for collecting, identifying, and storing information.</p> <p>Create a suite of 'how-to videos' in which files and names are stored on a shared drive. Topics might include how to interview a client or conduct and record a meeting.</p>

Unit	Resources/Teaching toolkit
BSBP301 Organise personal work priorities	<p>Sample workplan templates and HR documents and policies, such as workplace duty lists, position descriptions and instructions.</p> <p>Access to an industry online series of professional development activities, and samples of company reports from various departments.</p> <p>Videos that explain performance appraisal systems and workplace feedback systems, such as:</p> <ul style="list-style-type: none"> • Tips for effective time management • The signs and symptoms of work-related stress • What is a KPI? Types of key performance indicators explained with examples <p>The following two videos are also relevant to <i>BSBOPS304 Deliver and monitor a service to customers</i>.</p> <ul style="list-style-type: none"> • PDCA cycle – How to improve your work! (Plan-Do-Check-Adjust/Act cycle) • What is continuous improvement – 4 points to create the CI culture
BSBOPS304 Deliver and monitor a service to customers	<p>Samples of workplace documents such as complaints and feedback forms, surveys, customer service legislation and consumer law, examples of or scenarios in which customers have complained.</p> <ul style="list-style-type: none"> • Poor vs great customer service • 15 steps to great customer service • Stay within the law Business Victoria – webpage from Business Victoria that details Australian consumer and fair-trading laws. Website also details, and how to engage customer feedback and resolve complaints • Roleplay scripts and scenarios in which customer service skills can be demonstrated, such as Shop service roleplay. There are many customer service training videos on the internet.
BSBTEC301 Design and produce business documents	<p>Samples of workplace policies and procedures for producing documents, internet usage, and use of social media.</p> <p>Samples of style guides and access to software applications such as Adobe Acrobat, Microsoft Word, Microsoft Excel, Notepad, and WordPad.</p> <p>List of basic Microsoft Word-processing tasks that require completion when producing documents.</p> <p>Examples of forms, booklets, and brochures to illustrate poor or excellent document design and layout.</p> <p>Exercises in which students proofread publications and use editorial functions in Microsoft Word to correct documents.</p> <p>Short roleplays scripts in which an employee receives a brief from a client or manager concerning the production of a specific document or spreadsheet.</p> <p>Demonstrate data storage by accessing share points, samples of electronic filing systems, and back-up policies.</p> <p>Develop a list of tasks in which help menus are required.</p> <p>Provide a range of businesses or scenarios that require consistency of layout and design across all documents.</p>

Preparing students for scored assessment tasks

Unit assessment can be conducted progressively or at the conclusion of all delivered content. If it occurs at the end of scheduled classes, progress towards achieving competency should be monitored. This can be done through simple, short quizzes and tests, and then classes can be adjusted to accommodate gaps in learning.

Sessions should include detailed information about student assessment and opportunities

for students to practice and produce similar tasks. For example, if a scored assessment task requires students to produce a business letter, they will need access to a style guide, an exemplar and time to produce a letter before being assessed. This helps to establish expected assessment standards. Provide students with the opportunity to read and understand the instructions pertaining to tasks. Show them examples from past students and discuss preparation strategies. Reinforce the overall objective underpinning any VET assessment task: to ensure that you meet workplace requirements.

Improving examination performance

This section provides strategies to apply in the classroom to assist with examination preparation.

The examination will focus on the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundation skills that are required for competent performance are incorporated into the performance criteria. Terminology as used in the units of competency will appear in the exam. Students may need assistance to fully understand industry terms.

Concepts from scored units may be introduced through first year units where these allow, particularly if they are linked to a practical session. Students are more likely to remember concepts and terminology through this applied learning approach.

Consider introducing a Year 1 exam that resembles the VCAA examination's format and questions so that students become familiar and confident with this assessment method.

Each student can commence a glossary in Year 1 that they can carry into Year 2. This will help them understand industry and unit of competency terminology. Ask students to submit their glossaries throughout the program to check their progress. Make time for peer review of the glossaries, during which students can share and expand on new terms together.

Create a culture in Year 1 of the program of students taking responsibility for their outcomes.

Study plans during revision periods

Work with your students to develop study plans for each examinable unit. Base the plans on the units of competency descriptions as stated at the [Australian Government training website](#). Include sample exam questions, chapters from texts, quizzes, and other study materials. YouTube videos can often explain processes succinctly and appeal to visual learners.

The study plan should be updated every day, with a focus on topics that the student finds challenging.

Include a plan for the week before the exam that focuses on active engagement strategies to assist recall.

Summary lists

Encourage students to develop a list of content from each examinable unit. These lists should be easy to read, well-organised and in a logical order. Students can use highlighters, arrows, symbols, and tables to help their memory. Numbering also helps with revision. The more active students are in writing notes, the more likely information will be remembered.

Introduce this strategy in Year 1 and utilise an online OneNote notebook. The skill of writing minutes during class meetings helps students create summary lists.

“ Teachers should incorporate past exam questions into their teaching and learning program (have a fortnightly quiz with a few past exam questions). Students should read the examiner's report after completing each practice exam.

I encourage the development of a strong glossary/vocabulary with my students, so we do a fair amount of Quizlets leading up to the exam.

Teachers should use a test as part of the assessment tool when using portfolio tasks. This ensures that students learn the theory in addition to the practical components. ”

*Milosh Veljkovic,
Methodist Ladies College*



Concept and mind maps – active revision

During the examination, it may be easier for students to recall information that has been represented diagrammatically. Colours are particularly helpful to stimulate the memory.

There are no rules when it comes to making a mind map, which essentially converts 2–3 pages of notes into a visual reminder. Start with the main topic in the middle and draw branches representing sub-topics and then branches from these sub-topics. Some students like to use pictures rather than words or specific colors to show relationships or progression. There are many free online mind map tools available to assist students.

Introduce this strategy into your classes for Years 1 and 2.

Practice exams

Arrange to conduct a practice exam at school under the same timed conditions as specified for the VCAA examination. Not only will this familiarise students with examination conditions, it can also identify topics that require further work. Students should be encouraged to self-correct responses to determine the focus of their study plans and how to maximise question scores.

The chief assessor for every VET program releases an examiner's report after each examination that is posted on the VCAA website. This report provides valuable insight into common mistakes and how to interpret questions. It is recommended reading for both students and teachers.

Students should complete another practice exam at home just prior to the actual examination date to refresh their understanding. They can organise to complete the exam with a peer and then mark each other's exam paper. This additional viewpoint and feedback will assist students to develop a deeper understanding of their competence.

Some teachers recommend a process that builds up to emulating exam conditions at home. Students might begin practice questions open-book style and untimed, then progress to closed-book style with no timing and then finally progress to VCAA exam conditions. This can help build confidence.

Mistake banks

Students should be encouraged to document all mistakes from practice exams or assessments and reflect on their performance. Mistakes can be recorded in a simple table, like the one below, to help identify a pattern or topic that requires further revision.

Question	Why was it wrong?	Correct answer

Common mistake patterns include not knowing the content, using the wrong technique in the response or not answering all parts of the question. Creating a mistake bank guides students into a path of self-correcting and active revision.

Audio revision

Students might respond positively to recording summaries or prepared answers to practice questions with portable recording devices or their mobile phone. Student comprehension may improve if they listen and read at the same time, and a recording offers opportunities to engage with content while doing other things, such as travelling home from school. Similarly, they can watch videos on their mobile phone to quickly refresh topics.

Topic reviews

Provide time in scheduled classes to conduct periodic reviews, during which students complete worksheets or short quizzes. This refreshes knowledge learned earlier in the year and identifies any gaps in knowledge that require attention.

Students re-reading their notes and reviewing sessions involve passive learning. A better alternative is to use fill-in-the-blank tests or other methods to actively review. For example, students can test each other or cover answers from an exam and self-test.

Students can create blank tests by photocopying a summary, using correction fluid to cover terms or important information, and then photocopying the corrected page again. They will end up with a page full of blank spaces that can be the ultimate revision tool.

Recall tips

Try these strategies to assist students to recall content. Students should focus on active recall rather than passive review.

- Create flashcards with a question on one side and the answer on the other. Students can test each other and receive immediate feedback. They immediately identify topics that require revision.
- Ask students to write down as much of what they remember as possible at the end of a class. This helps to move or transfer new information into their long-term memory. This could be structured into every class, particularly when units are content heavy.
- Ask students to create topic summaries.
- Introduce frequent open-ended quizzes.
- Create a class structure in which content is reviewed at the end of the class and the beginning of the next class.
- Link review quizzes to active, fun games. For example, when a team gets the correct answer, they are allowed to shoot for a basketball hoop. Count the goals at the end to find the winning team.
- Ask students to incorporate acronyms or a mnemonic device into a song or humorous sentence to help remember terms.
- Try learning quizzes from sites such as Quizlet to recall key concepts and content.

Study groups

Encourage students to form study groups outside of class, in which they can work on common difficulties, and review and improve on each other's work.

Familiarisation with the VCAA external exam

The best way to become familiar with the VCAA style of examination is to complete as many previous exams as possible and at least one under timed examination conditions. Some teachers adopt other strategies, such as asking students to produce their own exam based on the units of competency and past papers, including a marking guide. Many teachers also ensured that students read the examiner's report and were very familiar with the taxonomy verbs used in exam questions.

“Do as many past papers as possible – start off using your notes and then go to timed exams (this might be a little difficult with a new unit). I give my students at least 10 years' worth, with questions that do not relate to current course crossed out.

If you are not sure how to answer a question, especially with the first couple of past papers that you are completing, have a look at the examiner's report to see what is expected.

When marking past papers, look at the examiner's report.

Look at the examiner's report for questions that were poorly answered.”

Georgia Sagiadellis,
Star of the Sea College

“ We timetable an extra class for the students undertaking scored assessment from Term 2. Students work through commercially purchased learner guides for each unit. This provides additional practice in understanding the underpinning knowledge in each unit, more exposure to business vocabulary and more learning activities. ”

Jade Charalambous,
Catholic Ladies' College

Understanding command terms

Command terms tell a student how to answer a specific exam or assessment question. Students will benefit from having exposure to commonly used command terms as they progress through the VCE VET Business program.

The following list may be useful when preparing students for the external examination or other assessment activities.

Term	Explanation
Compare	Recognise similarities and differences and the significance of these similarities and differences.
Define	Give the precise meaning and identify essential qualities of a word, phrase, concept, or physical quantity.
Describe	Provide characteristics, features, and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, or text.
Differentiate/ difference between	State the difference between 2 or more items. Consider both items in the response.
Explain	Describe in detail and give a reason.
Identify	Recognise, name, or select an event, feature, element, or part from a list, narrative, diagram, or structure.
List	Provide a series of related words, names, numbers, or items that are arranged consecutively.
Name	Provide a word or term (something that is known and distinguished from other people or things) used to identify an object, person, thing, place, etc.
Outline	Provide an overview or the main features of an argument, point of view, text, narrative, diagram, or image.
Recommend	Put forward and/or approve someone or something as being suitable for a particular purpose or role.
Specify	Give specific detail in the response. The answer will be short.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Put forward a solution, hypothesis, idea, or other possible answer for consideration.

Reaching a study score

When reviewing student coursework, it can be difficult to assign a score. The levels of performance and scoring criteria are clearly explained in the [VCE VET Scored Assessment Guide](#), and Appendix 4 contains scoring criteria sheets for each task type. However, it is up to the teacher/assessor to distinguish between each level and set the standards for a high score of 5.

Create a matrix detailing the specific observable behaviours or written content that would be expected from a high-performing student.

Base this on industry standards and expectations. For example, did the student engage with the whole group or only a few participants? Was the student prepared for every session or inconsistently prepared? Did their written work address all questions and were all responses fully explained? Did the student show evidence of continuously learning and improving upon skills because of feedback and engagement? Growth is an important part of the learning journey.



Resources

Industry organisations

The **Victorian Chamber of Commerce** <<https://www.victorianchamber.com.au/>> provides information on workplace policies, webinars, and recordings for businesses, and represents the business taskforce.

The **Australian Competition and Consumer Commission** <<https://www.accc.gov.au/>> includes information for consumers and businesses, promotes competition and fair trade, and provides education about consumer acts.

Business Council of Australia <<https://www.bca.com.au/>> represents business groups and informs policy. It produced a respect toolkit for Australian workplaces and the website showcases business stories.

The **Australian Government Business website** <<https://business.gov.au/>> is aimed at assisting and supporting businesses. It contains information about industry sectors, and legal and operational requirements.

Upskill My Business <<https://upskill.business.vic.gov.au/>> is a partnership between education providers and industry experts that provides practical help to Victorian businesses impacted by the COVID-19 pandemic. This includes free online courses and a range of business resources to help prepare for post-pandemic recovery.

Business Victoria <<https://business.vic.gov.au/>> provides a range of services, guidance, and online resources for businesses.

The **Department of Jobs, Precincts and Regions** <<https://djpr.vic.gov.au/>> is the State Government department for overall programs and services to Victorian businesses.

The **Australian Institute of Company Directors** <<https://www.aicd.com.au/>> provides online eLearn courses about company governance and other topics.

Governance Institute of Australia
<<https://www.governanceinstitute.com.au/>>

Institute of Public Administration Australia
<<https://www.ipaa.org.au/>>

Australian Marketing Institute <<https://ami.org.au/>>

Customer Service Institute of Australia
<<https://www.csia.com.au/>>

Australian Institute of Office Professionals
<<https://aiop.com.au/>>

Small Business Australia
<<https://smallbusinessaustralia.org/>>

The **Australian Consumer Law website** <<https://consumer.gov.au/resources-and-guides/teachers>> provides a set of resources for teachers to assist in teaching consumer and financial literacy in Australian schools for Years 5 to 10.

Association of Data-Driven Marketing and Advertising
webinars and podcasts <<https://www.adma.com.au/webinars-and-podcasts>>

Australian Market and Social Research Society
<<https://aana.com.au/news-resources/>>

VET organisations and websites

Australian Apprenticeships

<www.australianapprenticeships.gov.au>

Australian Industry and Skills Committee

<<https://www.aisc.net.au/>>

Australian Qualifications Framework,

Second edition, January 2013 <www.aqf.edu.au>

Australian Skills Quality Authority (ASQA)

<www.asqa.gov.au>

Innovation and Business Skills Australia (IBSA)

companion volumes, <<https://ibsa.org.au/>>

MySkills <www.myskills.gov.au> is an Australian Government initiative to assist in choosing training providers. It provides information regarding both VET qualifications and RTOs.

The **Australian Government Training website** <<https://training.gov.au/Home/Tga>> is the national register for all nationally recognised qualifications and RTOs. It provides information on VET qualifications, including details of qualification structures, competency requirements and any prerequisites; and RTOs, including the qualifications they are registered to deliver, who their registering body is, and whether they have any restrictions on their registration.

Victorian Registration and Qualifications Authority (VRQA)

<<https://www.vrqa.vic.gov.au/Pages/default.aspx>>

The **Victorian Skills Gateway** <<https://www.skills.vic.gov.au/s/>> is a comprehensive online resource that makes it easier to find training that fits, with information about jobs and courses tailored to the needs of different users, including students, adult learners, careers practitioners, employers, and parents.

VETNet <<https://vetnet.gov.au/Pages/default.aspx>> is

a central storage site for material that relates to the VET sector, including the companion volumes for training packages and implementation guides.

The Department of Education, Skills and Employment

<<https://www.dese.gov.au/>>, which includes national workforce strategies and policy

The Australian Industry and Skills Committee

<<https://www.aisc.net.au/>> is responsible for national training package product development.

Teaching resources

The **BSB Interpretation Manual** <<https://www.skillsforaustralia.com/industries/business-services/>> offers supplementary interpretation guidance for all units of competency in the training package.

ABW Enterprise Education <<https://www.abw.org.au/>>

is a not-for-profit organisation that provides business simulations for schools. Students operate virtual enterprises across various industry sectors.

MyBusiness provides a glossary of common business terms in Australia <<https://www.mybusiness.com.au/how-we-help/be-more-efficient/work-smarter/glossary-of-common-business-terms-in-australia>>, as well as videos, guides and podcasts that could be used for case studies or scenarios, and templates for marketing plans, business plans, funding applications, business letters and cash flow forecasts.

ABC News Business <<https://www.abc.net.au/news/business/>> provides updates and news about business issues.

Australian Government Business YouTube channel

<<https://www.youtube.com/user/BusinessGovAu>>

The **Google Digital Garage** <<https://learndigital.withgoogle.com/digitalgarage/>> is a non-profit nationwide program that delivers free digital skills training via an online learning platform.

The **Australian Institute of Company Directors** <<https://www.aicd.com.au/>> provides online eLearn courses about company governance and other topics.

Association of Data-Driven Marketing and Advertising

webinars and podcasts <<https://www.adma.com.au/webinars-and-podcasts>>

Australian Market and Social Research Society

<<https://aana.com.au/news-resources/>>

Small Business Australia provides business resources and videos on business operations <<https://smallbusinessaustralia.org/resources/>>.

The Victorian Department of Education and Training

provides a literacy teaching toolkit that includes recommended capabilities for business literacy <<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/introduction-to-literacy-in-economics-and-business.aspx>>.

Teaching resources (continued)

National Australia Bank, Business View Podcast:

2020 in focus – leadership and resilience <<https://business.nab.com.au/business-view-podcast-2020-in-focus-leadership-and-resilience-40562/>>

Microsoft Support Community <<https://answers.microsoft.com/en-us>> provides an online community of practice for Microsoft users.

Australian Consumer Law provides a set of resources for teachers to assist in teaching consumer and financial literacy in Australian schools for Years 5 to 10 <<https://consumer.gov.au/resources-and-guides/teachers>>.

Roy Morgan <<http://www.roymorgan.com/services>> is a market research company that provides business data and trends

Consumer Affairs Victoria <<https://www.consumer.vic.gov.au/resources-and-tools>> provides resources for businesses, such as how to develop a code of conduct, complaints handling and business toolkits

The **Customer Service Institute of Australia** <<https://www.csia.com.au/>> provides businesses with resources to improve the customer experience.

The **Australian Institute for Project Management** is not-for-profit membership organisation that represents project managers <<https://www.aipm.com.au/resources>>.

IBIS World <<https://www.ibisworld.com/>> provides Australian industry, research, reports, and data.

Business News Australia showcases young entrepreneurs and new companies, and provides information about the young entrepreneur awards <<https://www.businessnewsaustralia.com/young-entrepreneur-awards.html>>.

Young Business Mind <<https://ybma.com.au/>> is an organisation based in the Hunter Region and encourages students and schools to connect with business leaders and develop business ideas. Free online resources include a guide to business models, a glossary of business terms, and information about validating a business idea.

Small Biz Week is an online platform for business owners to engage in events such as conferences, networking forums, expos, seminars, and awards. Most are free. <<https://smallbizweek.com.au/awards/>>

The **Australian Competition and Consumer Commission** provides instructions and information about how to make a consumer complaint <<https://www.accc.gov.au/consumers/complaints-problems/make-a-consumer-complaint>>.

Business Queensland provides information about customer service and managing complaints <<https://www.business.qld.gov.au/running-business/consumer-laws/customer-service>>.

Business Victoria provides tools and templates for business documents <<https://business.vic.gov.au/tools-and-templates>>.

Small Business Connections is a media platform that delivers industry reports and news to business owners. It includes tips and advice about how to start a business <<https://smallbusinessconnections.com.au/category/business/tips-and-advice-for-smes/>> and strategies to address current issues, and produces the **Australian Business Forum Magazine** <<https://smallbusinessconnections.com.au/sbc-magazine-collection/abf-spring-1/>>. It also produces a number of videos <<https://smallbusinessconnections.com.au/?playlist=0604780&video=a5364f1>>.

MyFuture provides resources for teachers, parents, and students that describe occupations relating to business studies <<https://myfuture.edu.au/bullseyes/details/4--business-studies>>.

The **Australian Skills Quality Authority** provides definitions for common terms used in VET-accredited courses <<https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses/accredited-courses-guide-appendices/appendix-1-definitions>>.

Headway Small Business Wellbeing <<https://business.vic.gov.au/about-us/headway>> was developed by the Victorian Government and contains resources on how to maintain a healthy workplace.

Textbooks:

Dwyer, J. (2006). *The communication handbook (7th Ed.)*. Pearson Education Australia, French's Forest, NSW.

Kerr, N. and Yates, B. (2003). *Developing office skills (5th Ed.)*. Pearson Education Australia, French's Forest, NSW.

Glossary of terms

Brand: A way of identifying a business

Business market: A way of describing the individuals or organisations that will purchase goods and services

Client management system (CRM): Software application used to manage relationships with customers

Competitor: A business that offers the same or similar products or services

Consumer: A person who buys and uses goods or services

Customer satisfaction survey: Set of questions designed to help businesses gather customer feedback about their product or services

Data management system: Processes that collect, analyse and store information about an organisation

Expenditure: The amount of money spent

Expenses: Costs required to operate a business

Geographical filing: Filing system based on the location of the supplier or customer

Income: Money received

Inventory: All items, goods, and materials owned by the business

Invoice: A bill issued to a customer for the sale of goods or services

Key performance indicator (KPI): A measurement of performance at work

Market research: Gathering of information about customers

Product launch: Process of introducing a new product for sale

Professional development: Work-related training to improve knowledge and skills

Public relations: Strategic communication process aimed at building effective relationships between companies and their clients

Quality assurance (QA): A process to determine whether goods or services meet specific requirements

Reimbursement: To pay back

Revenue: The money a business earns; income

Stocktake: Count and check goods owned by the business

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Australian Industry and Skills Committee, *Adaptability and learning skills*, <<https://nationalindustryinsights.aisc.net.au/national/adaptability-and-learning-skills>>

Australian Industry and Skills Committee, *Business and compliance skills*, <<https://nationalindustryinsights.aisc.net.au/national/business-and-compliance-skills>>

Australian Industry and Skills Committee, *Business Services | National industry insights report*, <<https://nationalindustryinsights.aisc.net.au/industries/business-services>>

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EMS, *Job vacancy occupations in demand, Burning Glass Technologies' Labor Insight™ Real-time Labor Market Information tool*, <<https://www.economicmodeling.com/>>

Harvard Business Review, *Improve your ability to learn*, J. P. Flaum and Becky Winkler, 8 June 2015, <<https://hbr.org/2015/06/improve-your-ability-to-learn>>

Jobs Queensland, *Future work for small business: Skills, capabilities and potential – Summary*, <<https://jobsqueensland.qld.gov.au/wp-content/uploads/2021/06/fw-small-business-summary.pdf>>

Labour Market Insights, *Employment projections*, <<https://labourmarketinsights.gov.au/our-research/employment-projections/#2>>

LinkedIn, *Future of Skills 2019*, <<https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/cx/2019/PDF/linkedin-future-of-skills-apac-web.pdf>>

Small Business Development Corporation, *Essential business skills*, <<https://www.smallbusiness.wa.gov.au/starting-and-growing/essential-business-skills>>

University of New South Wales, Sydney, *Simulations*, <<https://www.teaching.unsw.edu.au/simulations>>

World Economic Forum, *3 vital skills for the age of disruption*, Karthik Krishan, 30 September 2019, <<https://www.weforum.org/agenda/2019/09/3-vital-skills-for-the-age-of-disruption/>>

Appendices

Appendix 1: Sample programs

1. Students commence and complete Certificate II in Workplace Skills typically over one year. The focus of this program is learning about the enterprise skills required in a business environment and achieving the full certificate.

Sample program

Code	Title	Core/Elective
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
BSBPEF201	Support personal wellbeing in the workplace	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBOPS203	Deliver a service to customers	Elective
BSBTEC203	Research using the internet	Elective
BSBPEF101#	Plan and prepare for work readiness	Elective

2. Students complete Certificate II in Workplace Skills in Year 1 and add the scored units from Certificate III in Business in Year 2.

Scored units

Code	Title	Core/Elective
BSBXCM301	Engage in workplace communication	Core
BSBINS302	Organise workplace information	Elective
BSBPEF301	Organise personal work priorities	Elective – Group B
BSBOPS304	Deliver and monitor a service to customers	Elective – Group D
BSBTEC301	Design and produce business documents	Elective – Group A

3. Students enroll in Certificate III in Business over 2 years and receive credit in their VCE.

Year 1

Code	Title	Core/Elective
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
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBTEC302	Design and produce spreadsheets	Elective – Group A

Year 1 (continued)

Code	Title	Core/Elective
BSBTEC303	Create electronic presentations	Elective – Group A
BSBWRT311	Write simple documents	Elective – Group G

Year 2

Code	Title	Core/Elective
BSBXCM301	Engage in workplace communication	Core
BSBINS302	Organise workplace information	Elective – Group G
BSBPEF301	Organise personal work priorities	Elective – Group B
BSBOPS304	Deliver and monitor a service to customers	Elective – Group D
BSBTEC301	Design and produce business documents	Elective – Group A

4. Students enroll in Certificate III in Business with a specialist stream and receive credit in their VCE. Students complete additional units to satisfy the requirements for a specialisation. Time would need to be scheduled to complete these units. There are many specialist streams available that aim to prepare students for work in specific sectors. The following program focuses on achieving a Certificate III in Business and a Certificate III in Business (Customer Engagement).

Certificate III in Business (Customer Engagement)

Year 1

Code	Title	Core/Elective - Group
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
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBTEC303	Create electronic presentations	Elective – Group A
BSBTEC201	Use business software applications	Elective – Group A
BSBTEC302	Design and produce spreadsheets	Elective – Group A

Year 2

Code	Title	Core/Elective
BSBXCM301	Engage in workplace communication	Core
BSBINS302	Organise workplace information	Elective – Group G
BSBPEF301	Organise personal work priorities	Elective – Group B
BSBOPS304	Deliver and monitor a service to customers	Elective – Group D
BSBTEC301	Design and produce business documents	Elective – Group A

Additional units

Code	Title	Core/Elective
SIRXMKT001	Support marketing and promotional activities	Elective – Group D
SIRXPDK001	Advise on products and services	Elective – Group D
BSBOPS305	Process customer complaints	Elective – Group D

