INTERNATIONAL STUDIES ACADEMY

UNIT OUTLINE
SEMESTER 1 2019

Course Title	BUSINESS SERVICES A	Course Code	4633
Unit Title	**Navigating the Business Environment**	Unit Code	41093
Semester Unit	Navigating the Business Environment	Unit Value	1.0
Term 1 Unit	Navigating the Business Environment a (41094)	Unit Value	0.5
Term 2 Unit	Navigating the Business Environment b (41095)	Unit Value	0.5
Qualification	BSB20115 Certificate II in Business BSB30115 Statement of Attainment in Certificate III in Business		
Training Package	Business Services Training Package BSB		

SPECIFIC UNIT GOALS

This unit should enable students to:

- contribute positively to an effective business environment
- identify and apply basic safety practices and procedures in the workplace
- develop keyboarding and appropriate business technology skills for the production of workplace documents and presentations
- participate in environmentally sustainable work practices
- develop appropriate skills and knowledge for the delivery of good customer service

CONTENT DESCRIPTIONS

All knowledge, understanding and skills below must be delivered:

Industry practices, processes and procedures

- analyse and apply business workplace principles, standards and practices
- analyse, evaluate and apply principles of good customer service
- analyse and apply relevant organisational standards and processes in the production of accurate documents
- analyse and apply environmentally sustainable work practices

Technical information

- analyse and apply business standards in preparing a variety of simple documents
- analyse style requirements to prepare and produce a variety of documents
- demonstrate proficiency of relevant software to create electronic presentations and simple word processed documents
- demonstrate keyboard and software skills and knowledge

Workplace, health and safety (WHS)

- identify and apply basic safety practices and procedures in the workplace
- analyse risk hazards, seek appropriate assistance and apply safety strategies
- reflect on own contribution to the health and safety of self and others in the workplace

Problem solving

- identify and define problems, analyse different possible solutions and select the best option
- interact with others in solving problems, proposing solutions and justifying ideas
- demonstrate ability to prioritise and adapt plans in response to changed circumstances

Industry literacy and numeracy

- analyse and apply processes for writing, editing and production of accurate documents
- interpret simple numerical information in workplace procedures, and in the use of equipment and materials
- use and communicate basic numerical information that relates to the business environment
- demonstrate accurate use of numeracy in practical activities. For example; monitoring sustainability

Behaviour and attitudes in the workplace

- analyse and apply interpersonal skills required in working with a diverse range of people
- understand how self management skills contribute to positive outcomes
- demonstrate organisation of self, materials and work to achieve deadlines

Reflection on own learning

- reflect on own learning processes and needs within the business workplace
- analyse and use workplace criteria to self-assess and reflect on whether own work meets standards

Communication

- use business terminology correctly when communicating with others
- articulate ideas to seek assistance, clarify, offer suggestions or justify approaches
- actively listen to guide decision making and receive and use feedback

UNITS OF COMPETENCY

This unit encompasses units of competency that contribute towards BSB20115 Certificate II in Business.

https://training.gov.au/Training/Details/BSB20115

The units of competency covered are:

Code	Competency Title	Core/Elective
BSBWHS201	**Contribute to health and safety of self and others**	**Core**
BSBITU201	Produce simple word processed documents	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
BSBCMM201	Communicate in the workplace	Elective
BSBCUS201	Deliver a service to customers	Elective
BSBITU302	Create electronic presentations*	Elective

* Units imported from BSB30115 Certificate III in Business

Contribute to health and safety of self and others
- Work safely
- Implement workplace safety requirements
- Participate in WHS consultative processes

Work effectively in a business environment
- Work within organisational requirements
- Work in a team
- Develop effective work habits

Produce simple word processed documents
- Prepare to produce documents
- Produce documents
- Finalise documents

Participate in environmentally sustainable work practices
- Identify current resource use
- Comply with environmental regulations
- Seek opportunities to improve resource efficiency

Develop keyboarding speed and accuracy (Imported Certificate III Competency)
Keyboarding skills are core to working in a business environment. Students will be assessed for this competency across two years.
- Use safe work practices
- Identify and develop keyboard skills
- Check accuracy

Communicate in the workplace
- Gather, convey and receive information and ideas
- Complete workplace documentation and correspondence
- Communicate in a way that responds positively to individual differences

Work effectively with others
- Develop effective workplace relationships
- Contribute to workgroup activities
- Deal effectively with issues, problems and conflict

Deliver a service to customers
- Establish contact with customers
- Identify customer needs
- Deliver service to customers
- Process customer feedback

Create electronic presentations
- Prepare to create presentation
- Create presentation
- Finalise presentation

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Theory Test 1	Week 8	20%
Project 1	Week 9	30%
Theory Test 2	Week 17	20%
Project 2	Week 18	30%

Specific Entry & Exit Requirements for Term Units
It is possible to enter this course at Term 2.
To exit at Term 1 you must complete Theory Test 1 and Project 1.
Entry into this course for Term 2 is by negotiation with the Executive teacher.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- Knowledge, skills and application
- Communication, interpersonal and organisational skills
- Use of appropriate technologies
- Problem solving skills
- Evaluating and monitoring performance

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.
Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.
The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

RECOGNITION OF PRIOR LEARNING

If you already have experience, skills or knowledge that is relevant to this vocational course then you are entitled to seek acknowledgment of this through the Recognition of Prior Learning (known as RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If you apply for RPL you will be asked to supply evidence to support your application. Your teacher, or the VET Coordinator, will be able to assist you, if you think that the RPL process may apply to you.

CREDIT TRANSFER

Credit transfer allows you to count relevant, successfully completed studies, competencies or qualifications towards your current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. To apply for Credit Transfer you must bring a copy of your formal qualifications or study to your teacher or the VET Coordinator so that they can be recognised.

OPPORTUNITY TO RESIT

If you are assessed as Not Yet Competent when first assessed, you have the right to request another competency assessment when you feel ready for this, to prove your competency. This is to be done in negotiation with your teacher.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.45pm on that day unless negotiated with the teacher. After 3.45pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable.   If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher: **Debbie O'Brien**
Class Teacher: **Donna Smythe**   **Date: S1, 2019**

Achievement Standards Industry & Services A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses work practices, processes and procedures • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures • identifies some technical information • identifies some work, health and safety practices
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes • communicates with high proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry & Services A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts • analyses technical information and specifications and evaluates a wide range of materials and equipment • evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts	• explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts • explains technical information and specifications and describes a range of materials and equipment • analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts	• describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts • describes technical information and specifications and identifies a range of materials and equipment • describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts	• identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts • identifies technical information and specifications and identifies some materials and equipment • identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts	• identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts • identifies some technical information with little or no reference to materials and equipment • identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes and needs related to industry and the workplace • communicates with high proficiency, using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning • explains own learning processes and needs related to industry and the workplace • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning • describes own learning processes and needs related to industry and the workplace • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning • describes some learning processes and needs related to industry and the workplace • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes and needs related to industry and the workplace • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources