

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCITC10207 Level I in Customer Service

Unit Code	Unit Title	Core/Elective	Hours
ITICOR0041B	Communicate in the workplace	Core	10
ITCCOR0021B	Follow occupational health and safety procedures	Core	10
BSBCOR0101B	Work effectively in a business environment	Core	20
ITCCOR0041B	Contribute to the productive relationship with customers	Core	10
ITCCOR0051B	Conduct outbound contact operations	Core	20
ITCCOR0061B	Process basic customer account enquiries	Core	20
ITCCOR0071B	Process sales	Core	20
ITCCOR0081B	Sell products and services	Core	20
ITCCOR0101B	Conduct data collection	Core	20
BSBBAD0031A	Use business equipment	Core	20
BSBBAD0671A	Type and copy routine documents	Core	15
ITCCOR0091B	Provide quality customer service	Core	10
ITCCOR0121B	Fulfil customer requests	Core	20
ITCCOR0131B	Use telecommunication technology in making/ receiving calls	Core	20
ITCCOR0151B	Organize work priorities and development	Core	10
ITICOR0211A	Use an enterprise information system	Core	20
ITICOR0221A	Use basic computer technology to process data	Core	20
ITICOR0231A	Operate a personal computer	Core	20
ITIDBO0251A	Operate database application (basic)	Core	20
ITICOR0241A	Operate a word processing application (basic)	Core	20
BSBCOR0011A	Prepare for work	Core	10
BSBCOR0161A	Handle telephone calls	Core	25
ITICOR0271A	Send and retrieve information via Internet	Core	20
ITICOR0471A	Access the internet	Core	20
ITCCCO0231B	Process low risk credit applications	Elective	20
BSBBAD0681A	Locate and store files in a paper- based system	Elective	20
ITCCCO0321B	Set up customer account	Elective	20
BSBCOR0091A	Receive visitors	Elective	20
BSSREO0021A	Apply point of sale handling procedures	Elective	20
BSBBAD0711A	Organise the copying and collating of documents	Elective	10
BSSREO0091A	Merchandise products	Elective	36
ITIDAT0171A	Operate a spreadsheet application (basic)	Elective	20
BSSREO0131A	Perform stock control procedures	Elective	15
FNBFIN0701A	Prepare and bank financial receipts	Elective	15
BSBBAD0212A	Process mail	Elective	30
BSBBAD0612A	Perform Cashiering	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
BSBBAD0632A	Maintain and issue stock items	Elective	30

CCITC10207

Level I in Customer Service (Cont'd.)

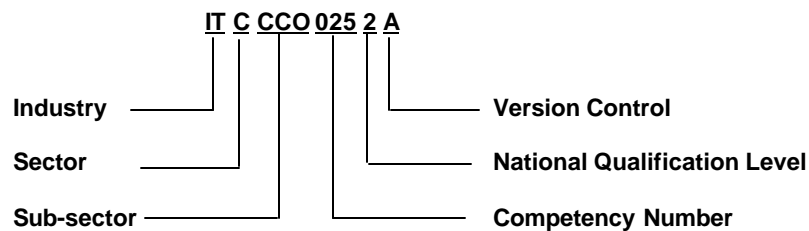
Unit Code	Unit Title	Core/Elective	Hours
ITCCCO0252B	Respond to inbound customer contact	Elective	20
ITCFIN0012A	Process customer accounts	Elective	20
ITCCCO0142B	Manage customer relationships	Elective	20
BSSREO0332A	Perform retail finance duties	Elective	27
BSSREO0212A	Apply store security systems and procedures	Elective	36
ITCCCO0262B	Process general enquiries and provide assistance to customers	Elective	20
ITCFIN0022A	Administer card services	Elective	20
BSBBAD0332A	Prepare and process financial/business documents	Elective	25

To achieve this qualification ALL Mandatory competency standards and a minimum of any two (2) Level 1 and any one (1) Level 2 electives must be achieved .

Nominal Training Hours (Institutional Delivery) include total hours of Core competencies and Electives selected.

Legend to Unit Code

Example: ITCCCO0252A



Key: COR – Core; CCO Call Contact Operations; BAD – Business Administration; REO – Retail Operations; FIN – Finance; DAT – Data Operation; SBM – Small Business Management; BSB – Business Services (Business); ITI Information Technology (Information) ITC – Information Technology (Communication); FNB – Financial Services (Business); BSS – Business Services (Service)

ITICOR0041B: Communicate in the workplace

Competency Descriptor:

This unit deals with the skills and knowledge required to promote professional client support through verbal and non-verbal communication. This unit applies to all individuals working in the information and communication industry.

Competency Field:

Communication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish contact with clients	1.1	Requests and inquiries from clients are received in a polite and courteous manner.
		1.2	An effective service environment is created through verbal and non-verbal communication.
		1.3	Questioning and active listening are used to determine client support needs.
2.	Process information	2.1	Inquiries are answered promptly.
		2.2	Requests are referred to appropriate personnel.
		2.3	Messages or information are recorded and passed on appropriately.
		2.4	Clients are informed of the process and progress of action.
		2.5	Follow-up action is taken according to organisational policy if required.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to communicating in the workplace and applies to all individuals in the information and communication industry .

Organisational policies and standards may include but not limited to:

- policies and procedures relating to answering client support enquires
- policies and procedures relating to answering telephone , writing messages and on -line enquires
- job descriptions/responsibilities
- service standards
- organisational code of conduct

Communication may include but not limited to:

- communicating with external clients and internal clients including team members, supervisors and management
- enquires related to routine client support needs
- clarifying and recording information and does not involve technical problem solving

Verbal communication may include but not limited to:

- answering enquiries from clients
- use of voice mail
- requests from colleagues
- informal discussions

Internal correspondence may include but not limited to:

- memos
- electronic mail
- bulletin boards

EVIDENCE GUIDE

Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the policies for processing of internal and external requests are followed.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- communicate information about work activities and processes
- receive and convey information accurately
- interact with other team members
- demonstrate literacy in relation to work requirements
- communicate effectively with clients
- record and document information

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- organisation's policies, procedures and code of conduct
- general OH&S principles and responsibilities
- spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication

Skills

The ability to:

- apply questioning and active listening techniques
- use problem solving skills for a defined range of predictable problems
- demonstrate basic negotiation skills in relation to other team members
- provide basic customer service
- convey meaning clearly, concisely and coherently
- communicate non-verbally in a clear and precise manner
- demonstrate literacy skills in regard to basic workplace documents

(4) Resource Implications

The following resources should be provided:

- Work environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0021B: Follow occupational health and safety procedures

Competency Descriptor:

This unit applies to occupational health and safety competencies for employees without supervisory responsibility. This includes school-based workers, entry-level workers, trainees and apprentices. This competency complements, and is applicable in combination with other industry or enterprise-specific competencies.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Follow workplace procedures for hazard identification and risk control	1.1	Hazards in the work area are recognised and reported to designated personnel according to workplace procedures.
	1.2	Workplace procedures and work instructions for controlling risks are followed accurately.
	1.3	Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities and competencies.
2. Contribute to the management of occupational health and safety	2.1	Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation.
	2.2	Participative arrangements for occupational health and safety management in the workplace are contributed to within organisational procedures and scope of responsibilities and competencies.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role and function or workplace.

Designated personnel include but not limited to:

- supervisors
- managers
- team leaders
- management occupational health and safety personnel

other persons authorised or nominated by the enterprise or industry to:

- perform specified work
- approve specified work
- inspect specified work
- direct specified work

Workplace procedures may be formally documented or communicated verbally and may include but not limited to procedures which are:

- general to the management of the enterprise, such as job procedures and work instructions

Occupational health and safety requirements include but not limited to:

specific to occupational health and safety, such as:

- specific hazards
- emergency response
- consultation and participation
- occupational health and safety issue resolution
- -identifying hazards, for example, inspections
- assessing risks
- controlling risks
- use of personal protective equipment
- reporting occupational health and safety issues

- occupational health and safety regulations and codes of practice including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety regulations and codes of practice
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Hazard identification and risk control include but not limited to:

- checking equipment or the work area before work commences and during work
- workplace inspections
- housekeeping

Participative arrangements include but not limited to:

- formal and informal meetings which include occupational health and safety
- occupational health and safety committees
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management

EVIDENCE GUIDE

Competency is to be demonstrated by following health and safety policy and procedures in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- demonstrated ability to recognise and report hazards to designated personnel
- demonstrated ability to accurately follow workplace procedures relevant to controlling risks in the workplace
- demonstrated ability to communicate

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- rights and responsibilities of the workplace parties under occupational health and safety acts, regulations and codes of practice
- the ways in which occupational health and safety is managed in the work place, and activities required under occupational health and safety legislation, for example:
 - policies
 - procedures
 - plant and equipment maintenance
 - hazard identification
 - risk assessment and control
 - occupational health and safety instruction
 - training and provision of occupational health and safety information
 - hazards that exist in the workplace
- the preferred order of ways to control risks (known as the hierarchy of control)
- procedures relevant to the work being undertaken, including procedures for:
 - recognising and reporting on hazards, for example, work area inspections
 - work operations to control risks, for example, permit to work systems and isolation procedures
- responding to accidents, fires and emergencies
- raising occupational health and safety issues
- employee participation in occupational health and safety management, for example, consultative or occupational health and safety committees and joint employer/employee inspections
- the meaning of occupational health and safety symbols found on signs and labels in the workplace
- designated personnel responsible for occupational health and safety

Skills

The ability to:

- read and write at a level where basic workplace documents are understood and presented
- employ questioning and active listening to confirm information
- display plain English literacy and communication skills in relation to dealing with clients and team members
- employ problem solving skills for a defined range of predictable problems
- follow health and safety procedures in the telecommunication industry
- identify and document major causes of accidents relevant to the work environment
- deal appropriately with security risks and emergencies
- disseminate information on safety and policies
- access information on OH&S requirements and guidelines

**(4) Resource Implications**

Assessment of this unit requires access to:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology
- relevant occupational health and safety acts, regulations and codes of practice
- enterprise occupational health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Information and/or documents including but not limited to:

- details of the established organisational occupational health and safety system
- relevant policies, procedures and programs
- information about the rights and responsibilities of the workplace parties under occupational health and safety acts, regulations and codes of practice
- information on hazards and risks relevant to the workplace

(5) Method of Assessment

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects and questioning on underpinning knowledge and skills.

Competency is to be assessed through practical demonstration of Occupational Health and Safety as relevant to the work environment. Peers and supervisors may be questioned for obtaining information on the extent and quality of the contribution made.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

**(6) Context of Assessment**

Work is carried out under direct supervision.

An individual demonstrating these competencies would be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant safety equipment
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information

This competency can be assessed in the workplace or in a simulated environment .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0101B: Work effectively in a business environment

Competency Descriptor:

This unit deals with the skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers, and conducting business in accordance with the organisational goals, values and standards.

Competency Field:

Business Administration Service

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Work within organisational requirements	1.1	Documents outlining organisational requirements are located, read and any uncertainties are clarified with appropriate persons.
		1.2	All work reflects a current working knowledge and understanding of employees and employers rights and responsibilities.
		1.3	All work undertaken reflects understanding and compliance with relevant duty of care, legal responsibilities and organisational goals and objectives.
		1.4	Standards and values considered to be detrimental to the organisation are identified and questioned through established communication channels.
		1.5	Behaviour, which contributes to a safe work environment, is identified and practised.
2.	Determine future work/career directions	2.1	Personal work goals are identified and prioritised in accordance with organisational requirements and future career plans.
		2.2	Personal values and attitudes regarding work and business are taken into account when planning future work/career directions.
		2.3	Additional skills required are identified and addressed.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Legislation, codes and national standards relevant to the workplace, which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Appropriate persons may include:

- those who have the authority to adjust plans
- supervisors
- colleagues
- external organisations
- line management staff

Organisation's requirements may be included in :

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- anti-discrimination and related policies
- ethical standards
- quality standards and processes for and continuous improvement
- Occupational Health and Safety policies, procedures and programs

Rights and responsibilities of employees may relate to:

- attendance
- punctuality
- obeying lawful orders
- confidentiality and privacy of enterprise, client and colleague's information
- safety and care with respect to Occupational Health and Safety
- knowing the terms and conditions of own employment
- the right to union representation
- protection from discrimination and sexual harassment

Rights and responsibilities of employers include:

The responsibility of providing a safe environment free from discrimination and sexual harassment

The right to dismiss an employee if he /she:

- commit a criminal offence
- causes an accident through negligence or carelessness
- commit acts of disloyalty such as
- revealing confidential information

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- solving problems as a team
- sharing knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to guidelines
- listening to the ideas and opinions of others in the team

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- additional responsibilities
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
-

The organisation's goals and objectives may be:

Stated or implied by the way the organisation conducts its business including:

- organisational values and behaviours
- flexibility, responsiveness, financial performance
- work procedures and/or procedures manuals
- people management
- interpersonal communication
- business planning
- marketing and customer service

Advice may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- personal, reflective behaviour strategies
- career counselling
-

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Ability to identify, locate and express the organisation's requirements including goals and values
- Work reflects the relationship between own role and organisational requirements
- Own future career plans are developed
- Workplace procedures for upholding employee and employer rights and responsibilities can be identified and clearly explained

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisation's policies, plans and procedures and how to access them
- terms and conditions of employment
- the types of actions which uphold the organisation's image
- how to use information systems to source and access new learning opportunities

Skills

The ability to:

- identify work requirements and process basic, relevant workplace documentation
- request advice, receive feedback and work with a team
- develop future career goals
- solve routine problems in the workplace while under direct supervision.
- select and use technological skills
- relate to people from a range of social, cultural and ethnic backgrounds

(4) Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may take the form of some autonomy when working as part of a team, in order to achieve outcomes within time.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skills and the Business Services Common Competencies for the particular NQV -J Level. Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0041B: **Contribute to the productive relationship with customers**

Competency Descriptor:

This unit it applies to identifying and satisfying customer needs and expectations in a positive and professional manner. It encompasses the full scope of contact centre customer contact.

Competency Field: Communication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Respond to the service needs of customers	1.1	Customers are dealt with in a polite and helpful manner.
		1.2	Stressful situations are appropriately handled.
		1.3	Queries are responded to in a manner that provides satisfaction to the customer.
		1.4	Procedures applied in dealing with customers' needs result in desired outcome.
		1.5	Sensitive information is communicated with discretion.
2.	Identify Customers' needs	2.1	Contact is promptly established with the customer.
		2.2	Customer is given appropriate opportunity to relate his/her needs.
		2.3	Questions are structured and sequenced to solicit the appropriate information.
		2.4	Customer's responses are documented in a manner that will permit action to be taken.
		2.5	Response to customer provides assurance that efforts are taken to address needs.
		2.6	Customers' needs are correctly anticipated and identified.
		2.7	Information from customer is relayed to the relevant person.

- | | | | |
|----|--|-----|---|
| 3. | Satisfy the needs of customers and the organization | 3.1 | Needs of customer have been correctly identified. |
| | | 3.2 | Views on the needs of the customer are cross-checked with co-workers. |
| | | 3.3 | Options for addressing the customer's needs are correctly identified. |
| | | 3.4 | Verification of options that best fit the customer's needs is correctly done. |
| | | 3.5 | Guidance given allowed the customer to select the appropriate option. |
| | | 3.6 | Guidance given is mutually satisfactory to customer and organisation. |
| | | 3.7 | Procedures applied in dealing with customers' needs resulted in desired outcome. |
| | | 3.8 | Solution is effectively implemented. |
| 4. | Use customer feedback to improve service reliability | 4.1 | Customer's feedback is correctly noted. |
| | | 4.2 | Feedback from customer is verified and reviewed with relevant staff. |
| | | 4.3 | Review of customers' observations/complaints follows established procedures. |
| | | 4.4 | Possible staff breaches of operating guidelines are identified. |
| | | 4.5 | Action taken satisfactorily redresses any offence given to customer. |
| | | 4.6 | Feedback from customers is categorized in such a way as to permit analysis and decision-making by management. |
| | | 4.7 | Documentation of customer feedback and action taken is instructive to management. |

5. Work with others to improve service reliability	5.1	Assigned responsibilities are satisfactorily performed.
	5.2	Meaningful suggestions are freely given to relieve difficult situations.
	5.3	Suggestions followed the correct procedures and communication channels.
	5.4	Information is passed on promptly and accurately within acceptable timescale.
	5.5	Potential hindrances to service delivery are identified and communicated to appropriate persons.
	5.6	Assistance is readily given to others.

RANGE STATEMENT

This unit applies to all customer contact staff in the communication sector.

Customers include but not limited to:

- existing
- potential

Situations include but not limited to:

- telephone
- fax
- internet
- intranet
- direct face to face meeting

Customers' needs include information on:

- company products and/or services
- enquiry
- dissatisfaction

Needs include the need for:

- redress
- acceptance of recommendations made
- reassurance
- having one's complaint taken on board
- response from the institution
- action from the institution

Feedback from customers includes but not limited to:

- criticisms and recommendations
- manual of routine procedures
- policy guidelines
- operating guidelines

Service reliability includes but not limited to:

- delivery of orders
- access to required service

EVIDENCE GUIDE

Competency should be demonstrated by the ability to contribute to the satisfaction of customers' and organization's needs in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- understanding of enterprise mission, goals and plans
- knowledge of enterprise products, standards, policies and practices
- identification, dimensioning and satisfaction of customer needs
- application of enterprise policies in satisfying customer needs
- clear and concise communication of needs expressed by customers
- measurement of customer needs and satisfaction
- obtaining feedback from customers
- recognition and understanding of customer problems and resolution or timely referral of problem in a manner satisfactory to the customer
- projection of a professional image in representing the company
- evidence should include a demonstrated ability to contribute to productive relationship with customers to the enterprise standards

(2) Pre-requisite Relationship of Units

- Nil
-

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- product/service
- importance of politeness and courtesy in a service establishment
- importance of keeping within level of authority
- lines of communication in the organization along which observations and recommendations can be escalated
- communication lines
- methods of communication
- products and services of the organization
- own job responsibilities
- relevance of service reliability to business viability and own job security

Skills

The ability to:

- perform basic computer functions
- create a win-win result out of areas of difference
- deal with angry or upset customers
- use fax machinery, internet facilities, intranet, e-mail facilities
- win confidence from those with whom there is interaction

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies

- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0051B: Conduct outbound contact operations

Competency Descriptor:

This unit applies to contact centre staff who make outbound contacts in relation to inquiries or sales of a particular product or service.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Prepare for outbound contact	1.1	Contact details and relevant policy are identified.
	1.2	Contact guides are obtained and reviewed or prepared in accordance with policy.
	1.3	Contact details are clarified with relevant supervisor/manager where necessary.
	1.4	The most effective method of communication is identified.
2. Conduct outbound contact	2.1	The recipient is contacted by the most efficient method.
	2.2	The contact is conducted and/or the contact guide is used efficiently in accordance with enterprise policy and procedures.
	2.3	Details of the contact are recorded accurately in accordance with policy and procedures.
	2.4	Enquiries by recipients are answered in accordance with policy.
	2.5	Enquiries that cannot be satisfied immediately are escalated.
	2.6	Recipient requests are actioned efficiently and in accordance with policy and procedures.
3. Manage outbound contact	3.1	Contact records are collated and presented in accordance with policy and procedures.
	3.2	Any difficulties not escalated are recorded and reported.
	3.3	Follow-up information is supplied to recipient (if role permits).

- 3.4 Privacy and regulatory provisions are observed throughout contact.
- 3.5 Safe working methods are identified and used.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Contact details include but not limited to:

- a sales or marketing campaign with a well specified requirements including scripted contact guides
- routine or ad hoc inquiries to obtain information as part of a service operation
- follow up contacts to clients or customers as part of an on-going sale or service process

Policies for handling contacts include but not limited to:

- greetings
- recording methods
- scripts
- escalation triggers and paths
- contact duration
- permissible language amongst others
- proper disposition of calls

Policies may also include operating methods agreed between two parties.

Contact guides include but not limited to:

- general guidelines
- full scripted guides for the entirety of the contact
- individual operators make their own contact guide in the form of preparatory notes on an ad hoc basis

Methods of communication include but not limited to:

- voice telephony
- email
- fax
- web-based communication
- two-way radio

Recipients of contact include but not limited to:

- customers or clients
- service or information providers
- other enterprise employees
- external agents such as goods suppliers or contractors

Safe working methods include but not limited to:

- industry occupational health and safety practice
- avoid eating and drinking at desk
- keep workstation drawers neat
- keep sharp objects in closed containers

Escalation include:

- passing a problematic inquiry or customer service operation to an appropriately skilled staff member for further processing

Privacy and regulatory provisions include:

- privacy act/s
- trade practices act
- equal employment opportunities (EEO) and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information

EVIDENCE GUIDE

Competency should be demonstrated by the ability to conduct outbound contact operations in accordance with the performance criteria and the range listed within the range of variables statements.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- adequate preparation prior to making outbound contact
- use of appropriate communication pathway
- observation of policy throughout the outbound contact
- satisfactory processing of inquiries
- accurate recording of contact information
- accurate application of prepared contact guide
- successful handling or appropriate escalation of difficulties

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- calling principles
- voice technique
- teamwork
- enterprise policies, procedures and guidelines
- operational environment: (customer base)
- company products and services

Skills

The ability to:

- apply customer service skills to satisfy customer requirements
- demonstrate questioning and active listening skills to clarify information
- relate well with people

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0061B: Process basic customer account enquiries

Competency Descriptor:

This unit applies to handling of the basic inquiries from customers related to billing and account matters.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Identify and clarify basic customer enquiry	1.1	Customer and account are correctly identified.
	1.2	Receive and verify customer account inquiry.
	1.3	Access customer billing records.
	1.4	Obtain further information from the customer where needed.
2. Satisfy customer need	2.1	Provide information required by the customer in an efficient manner.
	2.2	Help is sought in answering inquiry while customer is on the phone where possible.
	2.3	Escalate inquiries that cannot be satisfied immediately to higher authority.
	2.4	Customer and higher authority are supplied with necessary information during escalation process.
	2.5	Observe relevant legislation, codes, regulations and standards throughout contact.
	2.6	Identify and use safe working methods.
	2.7	Appropriate courtesy close.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Account inquiries include but not limited to:

- billing item queries
- charges and costings
- payment date

Customer billing records include but not limited to:

- records normally maintained in a computerised system specific to the enterprise
- paper/card related systems

Information includes but not limited to:

- enterprise systems
- customer records

Escalation includes but not limited to:

passing a problematic inquiry or customer service operation to an appropriately skilled staff member for further processing

Relevant legislation, codes, regulations and standards include but not limited to:

- privacy act
- trade practices act
- consumer credit code
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively process basic customer account enquiries in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- accurate identification and verification of customer
- accurate verification of customer enquiry
- provision of effective and timely response in satisfying inquiry
- accessing and interrogation of billing records, systems, manuals to determine answer to customer inquiry
- escalation in accordance with policy
- knowledge of enterprise products/service, standards, practices, policies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- products and service charges
- enterprise information systems
- enterprise billing procedures
- enterprise protocols associated with customer service
- operational environment: customer base, company products and services
- operational systems

Skills

The ability to:

- articulate enterprise products and services
- listen actively
- relate to people of all levels
- apply customer service skills to ensure customer satisfaction

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to tasks. If this is not practicable, observations and monitoring in a realistic simulated environment may be substituted.

Skills and knowledge evidence may be completion of training courses or on -the-job learning. This should be supported by a range of methods to assess underpinning knowledge.

Assessment of candidates should be in accordance with the performance criteria and the range listed within the range of variable statements.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0071B: Process sales

Competency Descriptor:

This unit applies to processing of sales inquiries from customers for limited/basic product/service.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Identify customer needs	1.1	Opening courtesy is accurately followed in accordance with enterprise policy and procedures.
	1.2	Customer is clearly identified.
	1.3	Customer needs are clearly identified.
	1.4	Existing customer records are accessed.
	1.5	Products or services are matched to customer needs.
	1.6	Features and benefits of products or services are presented.
	1.7	Customer is informed of product or service price.
	1.8	Customer enquiry is referred to appropriate person/area in accordance with policy where customer needs cannot be satisfied.
	1.9	Enterprise sales policy, procedures and principles are followed.
2. Close sales	2.1	Agreement on products or services to be purchased is reached with the customer.
	2.2	Payment arrangements are discussed and agreed with customer.
	2.3	Customer is advised of payment methodology and address for payment where necessary.
	2.4	Payment methods details are recorded and verified where appropriate.

- | | | |
|----|---------------------|--|
| | 2.5 | Credit card details are recorded and verified where appropriate. |
| | 2.6 | Credit checks are arranged within policy and procedures. |
| | 2.7 | Delivery/installation arrangements are discussed and agreed on with the customer. |
| | 2.8 | Delivery/installation arrangements are actioned. |
| | 2.9 | Privacy requirements are met during the transaction. |
| | 2.10 | Opportunities for further sales are identified and acted on in accordance with enterprise policy and procedures. |
| 3. | Input sales records | |
| | 3.1 | Details of sales are fully recorded on enterprise systems. |
| | 3.2 | Existing customer records are amended where appropriate. |
| | 3.3 | Invoices are raised where required. |
| | 3.4 | Delivery/installation details are recorded within policy and procedures. |
| | 3.5 | Performance is assessed against agreed targets and analysed for future improvement. |
| | 3.6 | Legislation, codes, regulations and standards observed throughout transaction. |

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Policy includes but not limited to:

- sales operations
- customer handling
- credit
- payment and other aspects of sales
- legislation and regulation covering sales activity

Sales includes but not limited to:

- product/service purchase/provision
- upgrade of existing product/service
- amendments to previous sale arrangements

Customer records include but not limited to:

- computerised system specific to the enterprise
- paper/card related systems

Payment arrangements may include but not limited to:

- credit card
- cheque
- money order
- cash
- payment on delivery
- direct debit

Credit checks include but not limited to:

- automated
- sales person
- specialist staff within the enterprise

Invoices include but not limited to:

- enterprise specific
- electronically generated in response to appropriate commands entered into the system

Referral procedures:

- specific to enterprise

Credit card details include but not limited to:

- card type
- card holder details
- card number
- expiry date

Delivery/installation arrangements include but not limited to:

- delivery address
- time of delivery
- arrangements for when householder not in attendance
- payment on delivery details

Relevant legislation, codes, regulations and standards include but not limited to:

- privacy act
- trade practices act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information
- consumer credit code

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process sales in accordance with the performance criteria and the range listed within the range of variables statements.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- clear and precise understanding of customer needs
- matching of product/service to customer need
- prices relating to product/service offered are clearly explained and understood by the customer
- application of appropriate credit check
- arrangement of customer payment
- agreement with customer as to payment and delivery arrangements
- accurate recording of sales, payment and delivery arrangements

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- sales principles
- enterprise policies, procedures and guidelines
- enterprise protocols associated with customer service
- operational environment: (customer base, company products and services)
- operational system

Skills

The ability to:

- identify and understand clearly and precisely, customer needs
- listen attentively
- relates well with people
- present features and benefits of product/service to customers in a convincing way

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency may be assessed concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0081B: Sell products and services

Competency Descriptor:

This unit applies to selling of a wide range of products and services to a wide cross section of customers.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Establish customer needs	1.1	Opening courtesy accurately followed in accordance with enterprise policy and procedures.
	1.2	Person called is correctly identified.
	1.3	Customer is dealt with in a helpful and polite manner.
	1.4	Stressful situations are appropriately handled.
	1.5	Techniques are appropriately employed to put customer at ease.
	1.6	Number of calls abandoned is within the established standard.
	1.7	A sufficient number of pertinent questions are directed to the customer with a view to extracting the requisite information.
	1.8	The customer's responses are documented in the prescribed manner.
	1.9	Verification is obtained from the customer that his needs are fully understood.
	1.10	The conclusion of the dialogue with the customer indicates that the customer needs will be considered in the development/reviews of the product/ service.
	1.11	Information gleaned is accurately documented to permit management review.

- | | | | |
|----|--|-----|---|
| 2. | Promote the features and benefits of the products and services | 2.1 | On every occasion of customer contact the features and benefits of the organization's products/services are told to the customer. |
| | | 2.2 | Explanations given to customer re benefits of products/services are thorough. |
| | | 2.3 | Explanations re products/services are articulated in a manner that is pleasant and persuasive. |
| | | 2.4 | The dialogue with the customer is conducted in such a manner that the values and attitudes of the organization are projected to the customer. |
| 3 | Exploit opportunities for up-selling and cross-selling | 3.1 | Opportunity is taken to introduce additional products. |
| | | 3.2 | Questions/proposals are directed to the customer in a manner that encourages additional purchases. |
| | | 3.3 | Questions successfully solicit customer needs. |
| 4 | Gain and confirm customer commitment | 4.1 | Sales techniques encourage customer interest in organization's product. |
| | | 4.2 | Commitment to purchase the organization's product is successfully negotiated with the customer. |
| | | 4.3 | Verification of product purchased is confirmed with customer. |
| | | 4.4 | The communication with the customer is successfully brought to a conclusion. |
| 5 | Evaluate sales technique | 5.1 | Sales methods are consistent with the organization's recommended techniques. |
| | | 5.2 | New or unprecedented technique is documented. |
| | | 5.3 | Time taken to complete a sale is evaluated against company standards. |

- | | | | |
|---|---|-----|---|
| 6 | Identify buying signals | 6.1 | Listening and observation skills are effectively employed. |
| | | 6.2 | Buying signals are correctly identified. |
| | | 6.3 | Effort to avoid over selling is successful. |
| 7 | Overcome customers' objections | 7.1 | Implied objections are accurately identified and correctly addressed. |
| | | 7.2 | Expressed objections are keenly listened to and noted where appropriate. |
| | | 7.3 | Requisite information for satisfying the customer's objection is correctly identified. |
| | | 7.4 | Customer is made to feel at ease. |
| | | 7.5 | Number of calls abandoned is minimal (within the set standards). |
| | | 7.6 | Information given is disclosable and relevant to customer. |
| | | 7.7 | Organization's business culture is successfully projected. |
| | | 7.8 | Disposition of call is accurate. |
| 8 | Conclude terms of purchase with the customers | 8.1 | Stock availability is checked and reported. |
| | | 8.2 | Payment mode agreed on is in accordance with company policy. |
| | | 8.3 | Information necessary to process sales is elicited and accurately recorded. |
| | | 8.4 | Arrangement for payment and delivery/collection of service/product is correctly arranged. |
| | | 8.5 | Information is passed on to relevant department/persons. |
| | | 8.6 | Closing courtesy accurately followed in accordance with enterprise policy and procedures. |

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Disgruntled customers include but not limited to:

- individuals who are unwilling to express their needs
- customers who have ideas and/or recommendations that may contribute to the improvement of the organization's products/services

Delivery/installation arrangements include but not limited to:

- delivery address
- time of delivery
- arrangements for when householder not in attendance
- payment on delivery details

Buying signals include but not limited to:

- tone of voice
- questioning
- response

Purchase details include but not limited to:

- price
- packaging
- size
- methods of shipping
- delivery time

Sales includes but not limited to:

- product/service purchase/provision
- upgrade of existing product/service
- amendments to previous sale arrangements

Payment arrangements may include but not limited to:

- cash
- payment on delivery
- direct debit
- instalments
- credit card
- cheque/cheque card
- money order

Credit checks include but not limited to:

- automated
- sales person
- specialist staff within the enterprise

Credit card details include but not limited to:

- security checks/codes
- card type
- card holder details
- card number
- expiry date

Information details include:

- that necessary to process each situation

Relevant legislation, codes, regulations and standards include:

- privacy act
- trade practices act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information
- consumer credit code
- professional/organization ethics
- company/industry standards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to sell products and services in accordance with the performance criteria and the range listed within the range of variables statements

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- clear and precise understanding of customer needs
- matching of product/service to customer need
- prices relating to product/service offered are clearly explained and understood by the customer
- application of appropriate credit check
- arrangement of customer payment
- agreement with customer as to payment and delivery arrangements
- accurate recording of sales, payment and delivery arrangements

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- how to get others to speak freely
- techniques of selling
- the full range of the company's range of goods/services
- awareness of those products/services being used by the customer
- sales techniques used on the telephone
- the company's product(s)/service(s)
- how to access the scripts of sales techniques
- buying signals
- questioning techniques
- in-depth knowledge of the company's product/service
- interviewing techniques
- how to access the DBMS
- Procedures for processing:
 - credit card payments
 - cash payment
 - on-line payment methods
- Arranging delivery by
 - mail
 - messenger
- sale of products and services (approaches)
- future pacing

Skills

The ability to:

- sell
- identify inefficacy of "old" methods and a willingness to try variations
- listen
- work well with the public
- attend to detail

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency may be assessed concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Select the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0101B: Conduct data collection

Competency Descriptor:

This unit applies to collection of primary data for market research and opinion poll research activities by telephone or similar means.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Prepare for data collection	1.1	Survey questions and call guide are studied and clarified.
	1.2	Operational boundaries and fulfilment processes are discussed and agreed.
	1.3	Proposed technology is familiarised with and customised where appropriate.
	1.4	Source of call targets is identified.
	1.5	The calling strategy is familiarised with and adapted to if necessary.
2. Conduct data collection for research/survey	2.1	Calls are made in the most efficient manner possible.
	2.2	The call guide and call principles are followed in accordance with operational boundaries.
	2.3	Customer availability and willingness to participate in research is established.
	2.4	Customer is informed of survey details, purpose and approximate time survey will take.
	2.5	Customer responses are recorded accurately and dispositioned properly.
	2.6	Customer queries are answered or referred to appropriate person.
	2.7	Relevant legislation, codes, regulations and standards observed throughout contact.
	2.8	Work is undertaken in a manner that is safe to self and to fellow workers.

- | | | | |
|----|-------------------------|-----|--|
| 3. | Record campaign results | 3.1 | Recorded outcomes are collated and presented in accordance with policy and procedure. |
| | | 3.2 | Difficulties encountered are recorded, reported and actioned in accordance with policy and procedures. |
| | | 3.3 | Performance is assessed and analysed against agreed targets. |
| | | 3.4 | Database is amended where applicable. |

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Market research includes but not limited to:

- product
- service

Opinion polls include:

- gather population opinion on any range of matters
- brief relating to a particular matter
- extensive covering a range of matters

Database include but not limited to:

- enterprise records
- telephone directories
- business directory
- sales records

Call guide includes but not limited to:

- prepared by the enterprise
- prepared by external organisations consulting to the enterprise
- required sales per hour (SPH)

Operational boundaries include:

- the bounds within which the telemarketer can operate freedom to deviate from the call guide
- limits of interchange with the customer

Technology includes but not limited to:

- telecommunications based (e.g. telephone, business system, PABX)
- interactive medium and information based (e.g. computer)

Records include but not limited to:

- paper
- prepared form
- electronic computer

Relevant legislation, regulations and standards include:

- state laws and international regulations
- privacy act
- trade practices
- EEO and anti discrimination legislation
- telecommunications act
- freedom of information
- consumer protection

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively conduct data collection in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

Competencies should be observed in the following areas:

- meeting of agreed call/data collection targets
- accurate application of prepared call guide
- accurate recording of data
- successful handling of difficulties incurred during campaign
- accurate disposition of calls

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- calling principles
- voice technique
- enterprise policies, procedures and guidelines
- operational systems
- data collection techniques for market research approaches

Skills

The ability to:

- deliver excellent customer service
- listen attentively
- relates well with people

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0031A: Use business equipment

Competency Descriptor:

This unit deals with the skills and knowledge required to choose resources to complete a variety of tasks under direct supervision. It includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select equipment/resources	1.1	Business equipment or resources required to complete task are identified and accessed under direct instructions.
		1.2	Quantities and resources are correctly estimated to complete the task.
		1.3	Equipment is checked for serviceability in accordance with equipment instructions.
2.	Operate equipment	2.1	Equipment is operated in accordance with manufacturer's instructions and under direct instructions.
		2.2	Repairs outside area of operator's responsibility are reported to appropriate persons.
3.	Maintain equipment/resources	3.1	Equipment/resources to support completion of tasks are maintained under direct instructions.
		3.2	Maintenance is undertaken to ensure equipment meets manufacturer's specifications.
		3.3	Records concerning equipment/resources are maintained under direct instructions.
		3.4	Equipment and resources are stored under direct instructions.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Equipment instructions may include:

- manufacturer's guidelines
 - procedures manual
 - Occupational Health and Safety guidelines and procedures
- training notes

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policies/guidelines and requirements
- business and performance plans
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- defined resource parameters

Records may include:

- equipment service call forms
- service repair forms
- purchase orders
- warranties

Business equipment may include:

- photocopier
- printer
- binder
- answering machine
- fax machine
- telephone

Business resources may include:

- facilities
 - equipment
 - human resources
 - Occupational Health and Safety resources
- stock and supplies

Appropriate persons may include:

- supervisor
- colleagues
- external organisations
- line management

Maintenance may include:

- adding toner
- cleaning equipment regularly
- replacing paper
- clearing paper jams
- organising service calls

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- Provides evidence of listening carefully and following instructions on how to select and operate equipment.
- Undertakes routine maintenance while following instructions in accordance with operating manual.
- Communicates faults and/or risks to appropriate people.

(2) Pre-requisite Relationship of Units

BSBBAD0201A Participate in workplace safety procedures

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- the organisation's policies, plans and procedures that relate to the use of business equipment
- the functions of a range of business equipment
- the correct shut-down procedures for a range of business equipment
- common equipment faults
- routine maintenance procedures

Skills

The ability to:

- identify work requirements and process basic, relevant workplace documentation
- display communication skills to identify lines of communication, request advice, effectively question, follow instructions, receive feedback and report equipment faults
- solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- apply technology skills to use business equipment under direction
- relate to people from a range of social, cultural, ethnic backgrounds and physical mental abilities

(4) Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ -J Level Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0671A: Type and copy routine documents

Competency Descriptor:

This unit covers typing and copying simple routine documents such as basic letters, memos and forms.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Type routine documents	1.1 Original drafts are carefully checked. 1.2 Clarification is sought where doubt exists. 1.3 Documents are laid out and typed as instructed.
2. Correct errors or make adjustments	2.1 Documents are proofread and corrections made to any errors found. 2.2 Additional changes requested are accurately done. 2.3 Typed document is submitted for approval.
3. Store original documents	3.1 Original drafts are safely stored according to established standards.
4. Meet time frame/line	4.1 Assignment is completed on time. . 4.2 Relevant persons are informed of any existing problems that may delay delivery.
5. Photocopy routine documents	5.1 Photocopier is used according to manufacturer's instructions. 5.2 Copies requested are produced in correct numbers and to standard specified/designated. 5.3 Photocopies are sorted, staple securely and in correct order. 5.4 Routine procedures are followed for dealing with photocopier problems. 5.5 Problems requiring expert's assistance are reported to the relevant persons.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or function in the workplace.

Checking methods include:

- using a dictionary
- asking a supervisor
- asking another team member
- using computer spell check

Photocopier problems to include:

- need for paper
- original incorrectly positioned
- machine internal external problem(s)

Relevant person to include:

- supervisor/manager
- other staff members

EVIDENCE GUIDE

Evidence of competency is to be demonstrated by the ability to type and copy documents in accordance with the performance criteria and the Range Statement.

(1) Critical Aspects of Evidence

Assessment of the candidate should produce evidence of the following:

- follow instructions
- accurately and correctly typed documents
- planning of tasks to be done
- clarifying misunderstanding when in doubt
- communicating difficulties experienced
- photocopier used according to manufacturer instructions and company policy
- documents prepared in agreed time

(2) Pre-requisite Relationship of Units

BSBBAD0081A Develop keyboarding skills

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- health and safety requirements
- importance of meeting deadlines
- importance of communicating difficulties/ problems

Skills

The ability to:

- type basic letters, memos reports and forms etc.
- proofread and correct errors
- format documents
- use manual and or electronic dictionaries
- store documents

(4) Resource Implications

The following resources should be available:

- photocopier
- typewriter (if applicable)
- personal computer
- paper/stationery
- manufacture manual for photo copier
- filing system

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skill Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0091B: Provide quality customer service

Competency Descriptor:

This unit applies to short-term contact with customers. It applies to identifying and satisfying customer needs and expectations in a positive and professional manner. It encompasses the full scope of contact centre customer contact.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Receive an inbound inquiry	1.1	The customer is acknowledged using standard phrases within policy and procedures.
	1.2	The nature of the customer inquiry is identified.
	1.3	An attentive and helpful manner is used in dealing with customers.
	1.4	Call is terminated using standard phrases within policy and procedures.
2. Make an outbound contact	2.1	Introduction is made, using standard phrases within policy.
	2.2	The customer's availability and willingness to continue with contact is assessed.
	2.3	Call is terminated using standard phrases within policy and procedures.
3. Establish a relationship with the customer	3.1	Customer identity and details are confirmed with customer records if appropriate.
	3.2	A rapport is established using active listening and empathy techniques.
4. Determine customer requirements	4.1	Customer requirements are identified using active listening and empathy.
	4.2	One or more courses of action is explained to the customer.
	4.3	Agreement is obtained on course of action.

- | | | | |
|----|--|-----|---|
| 5. | Refer and transfer a customer to another agent | 5.1 | The customer is referred to other agent as appropriate. |
| | | 5.2 | The customer and other agent are notified of all details relevant to the referral within policy and procedures. |
| | | 5.3 | The transfer is efficiently executed. |
| 6. | Respond to customer request | 6.1 | Requests are responded to promptly and accurately within policy and procedures. |
| | | 6.2 | Requests are discussed in an articulate, easy to understand manner without the use of jargon or acronyms or language of the industry. |
| | | 6.3 | Options to satisfy the customer request are identified and recommended within policy and procedures. |
| | | 6.4 | Company products and services are promoted to meet the customer request within policy and procedures. |
| | | 6.5 | A commitment to meeting the customer request is discussed and agreed on. |
| | | 6.6 | Additional or more detailed information is accessed to meet the customer's request if necessary. |
| | | 6.7 | Further assistance is offered to the customer before closing. |
| | | 6.8 | Standard phrases are used to close the call within policy and procedures. |
| | | 6.9 | Legislation, codes, regulations and standards observed throughout transaction. |

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Customers include but not limited to:

- user
- purchaser or beneficiary of a service, product or process
- internal or external
- colleagues

Empathy involves but not limited to:

- the ability to recognise people's feelings
- respect the other person's position

Inquiries include but not limited to:

- requests for advice or assistance from internal or external customers, workplace colleagues and group/team leaders, managers, other staff members and members of the general public
- questions about products and services
- interactions with customers in a billing, provisioning, faults, selling, telemarketing, general inquiry or complaints context

Commitment includes but not limited to:

- building rapport
- keeping promises
- keeping the customer informed
- doing it right the first time
- owning the customer's request
- responding to the customer's request with operational efficiency

Active listening involves but not limited to:

- giving your full attention to the persons who are speaking
- responding in a way that lets them know you have listened
- understood their message as they have intended

Enquiry includes:

- question or request for information from a customer that can be resolved by provision of information

Team includes but not limited to:

- the whole centre
- any group/sub-unit within the centre

Relevant legislation, codes, regulations and standards include but not limited to:

- declaration of secrecy
- trade practices act
- EEO and anti discrimination legislation
- telecommunications act
- enterprise standards and policy
- OHS legislation
- freedom of information

EVIDENCE GUIDE

Competencies should be demonstrated by the ability to provide quality customer service in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- knowledge of enterprise products and service
- knowledge of and adherence to enterprise standards, policies and procedures
- use of appropriate phrases in dealing with customers
- clear and concise communication with the customer including use of active listening and empathy techniques
- referral of inquiry in a prompt and efficient manner
- various options are provided to the customer when more than one option can satisfy customer need
- commitments are made with customer in accordance with enterprise policy
- projection of a professional image in representing the company

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- empathy
- teamwork
- enterprise policies, procedures and guidelines
- enterprise culture and values
- enterprise business goals and standards
- enterprise protocols associated with customer service
- operational environment: (customer base, company products and services)
- operational systems

Skills

The ability to:

- manipulate computer keyboard
- articulate enterprise products and services
- employ questioning and active listening skills to clarify information
- apply customer service skills to satisfy customer requirements and satisfaction
- offer effective rebuttals
- apply customer service skills to satisfy customer satisfaction

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under limited or no supervision and include observation of real or simulated processes and procedures and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0121B: Fulfil customer requests

Competency Descriptor:

This unit applies to identifying and fulfilling customer request and engaging in the fulfilment process. This unit may involve customer contact or contact with other agents during or subsequent to customer contact.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive customer request	1.1	Customer or agent is acknowledged using standard phrases within policy and established procedures.
		1.2	Customer request is identified using active listening and empathy as appropriate.
		1.3	Options to satisfy the customer request are identified and recommended within policy and established procedures.
		1.4	Features and benefits of products or services are explained.
		1.5	A commitment to meeting the customer request is discussed and agreed on.
2.	Arrange fulfilment	2.1	Customer request details are recorded in appropriate systems.
		2.2	Provision of the service and products to the customer is arranged for as agreed.
3.	Monitor and manage supply contingencies	3.1	Regular checks are made on supply of products or services to customers.
		3.2	The customer is informed of progress at appropriate intervals.
		3.3	Clear explanation is provided to customers of delays or inability to meet commitments.
		3.4	Customer satisfaction is monitored at each stage of the supply process.

- 3.5 Call is ended with expression of appreciation .
- 3.6 Legislation, codes, regulations and standards observed throughout transaction.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Customer may include but not limited to:

- user
- purchaser or beneficiary of a service, product or process
- internal or external to the enterprise
- colleagues

Active listening involves:

- giving your full attention to the person(s) speaking
- responding in a way that lets them know you have listened
- understanding their messages as they have intended

Empathy involves:

- the ability to recognise people's feelings
- respect for other people's position

Requests include but not limited to:

- requests for advice or assistance from internal or external customers, workplace colleagues and group/team leaders, managers, other staff members and members of the general public
- questions about products and services
- interactions with customers in a billing, provisioning, faults, selling, telemarketing, general inquiry or complaints context

Features include:

- attributes of the product or service that are part of the product itself

Benefits include but not limited to:

- outcomes of the use of the product or service

Commitment includes but not limited to:

- building rapport
- keeping promises
- keeping the customer informed
- doing it right the first time
- owning the customer's request
- responding to the customer's request with operational efficiency

Fulfilment includes but not limited to:

- an agreed course of action designed to meet the customer's needs

Relevant legislation, codes, regulations and standards include but not limited to:

- privacy act
- trade practices act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information

EVIDENCE GUIDE

Competencies should be demonstrated by the ability to fulfil customer requests in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- knowledge of enterprise products, service, standards, policies and practices
- use of appropriate phrases in dealing with customers
- clear and concise communication with the customer including use of active listening and empathy techniques
- referral of inquiry in a prompt and efficient manner
- various options are provided to the customer when more than one option can satisfy customer need
- commitments are made with customer in accordance with enterprise policy and procedures
- projection of a professional image in representing the company
- appropriate opening and closed courtesies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- computer keyboard usage
- empathy
- teamwork
- enterprise policies, procedures and guidelines
- enterprise culture and values
- enterprise business goals and standards
- enterprise protocols associated with customer service
- operational environment
- customer base
- company products and services
- operational systems

Skills

The ability to:

- articulate enterprise products and services
- listen actively
- relate to people of all levels
- offer customer satisfaction

(4) Resource Implications

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Evidence of competency is best obtained by observing and monitoring activities in an operational environment under normal working conditions. If this is not practicable, observations and monitoring in a realistic simulated environment may be substituted.

Skills and knowledge evidence may be completion of training courses or on -the-job learning. This should be supported by a range of methods to assess underpinning knowledge.

Assessment of competency must be in accordance with the performance criteria and the range listed within the range of variable statements.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0131B: Use telecommunication technology in making/receiving calls

Competency Descriptor:

This unit establishes competency in the effective and efficient operation and use of telecommunications technology.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Operate and effectively use telecommunications technology in the operational environment	1.1	Type of technology used is identified.
		1.2	Operational manuals are obtained and applied.
		1.3	Features of technology are identified and related to different usages.
		1.4	Equipment is correctly operated to generate and receive communication messages.
		1.5	Appropriate facilities and/or actions are used to receive, make, hold or transfer calls.
2.	Receive and respond to incoming calls	2.1	Enterprise protocol is identified and used appropriately.
		2.2	Appropriate facilities and/or actions are used to receive and respond to incoming calls.
		2.3	Callers are identified correctly.
		2.4	The purpose of the incoming call is correctly identified and verified with the caller prior to subsequent action.
		2.5	Information disclosed in actioning the call is in keeping with enterprise policy and procedures.
		2.6	Calls which require attention from another person are transferred promptly and successfully.

- | | | |
|----|-----|--|
| | 2.7 | Messages are taken where appropriate in accordance with enterprise policy and procedures. |
| | 2.8 | Messages are recorded using clear and concise language so that meaning is readily understood by the recipient. |
| 3. | 3.1 | Make outgoing calls and transmit messages
A clear objective for an outgoing call is established. |
| | 3.2 | Prior to making a call, all relevant information is identified, located and obtained. |
| | 3.3 | Required telephone number/s is obtained. |
| | 3.4 | Contact is established using designated business protocol and procedures. |
| | 3.5 | Purpose of the call is conveyed clearly and concisely to the recipient. |
| | 3.6 | Purpose of the call is verified with the recipient to ensure clear understanding. |
| | 3.7 | Messages are passed on clearly and concisely where required. |
| | 3.8 | Understanding of a passed message is verified with the receiver. |

RANGE STATEMENT

A Call Centre is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet product and service purposes.

Call centres exist across a range of industries and industry sectors including but not limited to:

- government organisations government service inquiries, government benefit issues
- telecommunications companies product sales and marketing, customer service and account inquiries, directory services, call assistance
- computer software and hardware companies product sales and information, product and customer support
- retailers and suppliers marketing services and product, after sales support, dealer care, product sales and delivery
- travel industry reservations, information, customer support, loyalty programs
- market research companies
- charity organisations financial support and product sales
- mercantile agencies
- credit reporting bureaus

- banking sector marketing services, customer funds transfer, loan applications, customer service
- insurance companies customer service, product sales, new policy applications, renewals.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates

The defined environment of the relationship, include but not limited to:

- stakeholders
- business context
- technology
- level of complexity of customers and products

Operational manuals are equipment specific and may be added to by enterprise instructions and procedures

Incoming callers may first be greeted by but not limited to:

- interactive voice recording
- hold messages
- live person on the phone

Requirements of the environment of the specific operational organisation unit as specified in but not limited to:

- business rules
- accountabilities
- stress management guidelines
- ergonomic guidelines
- authorising delegations
- service memoranda of understanding/service delivery agreements
- performance measures
 - targets
 - agreed service delivery scope and charter

Call Centre technology can be but not limited to:

specific to the company and/or call centre usually designed to meet the application needs of the particular centre

Call Centre traffic may include but not limited to:

- via voice (telephone)
- by data (Fax, computer modem)
- computer telephony integration (CTI) integrates computers and telephones
- Incoming telephone traffic may be routed by automatic call distributors (ACD).

Callers may include but not limited to:

- customers
- suppliers
- enterprise staff

Enterprise policies, procedures, business practices and guidelines, include but not limited to those covering:

- quality management
- corporate conduct/ethics
- people
- health and safety
- (EEO) equal employment opportunity
- escalated service difficulties
- customer complaints
- procedures and standards specified by process owners, customers, or suppliers

Telephone systems may be but not limited to:

- networking system
- single line phones (usually extension of PABX)
- business systems or unique PABX extension instruments

(All such systems are unique to the supplier and all have different features, modes of operation These are usually fully documented in relevant instruction manuals)

- Protocol for receiving and making telephone calls specifies the phrasing used to identify both the call and the caller and usually takes the form of a standard phrase.
- The content of the phrase or phrases is unique to the enterprise/call centre

Telephone features may include but not limited to:

- hands free
- hold facilities
- transfer facilities
- ACD specific facilities

Telephone numbers may be obtained from but not limited to:

- enterprise databases
- telephone books
- enterprise telephone directories
- business directories

Relevant legislation, regulations and standards include but not limited to:

- privacy act
- telecommunications act
- occupational health and safety legislation
- industrial awards and agreements
- freedom of information

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to successfully and efficiently use telecommunication equipment in making/receiving calls in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

- makes and receives calls in accordance with enterprise guidelines and timelines
- greets and screens customers effectively using specified procedures
- makes effective use of available telecommunications technology and ergonomic practices to make and receive calls
- correct commands, facilities and actions are used in processing telecommunications traffic.
- make outbound calls using appropriate protocols
- verifies the outgoing message in a manner which ensures accuracy of understanding from the receiver
- receives, records and transmits messages in a clear, concise and timely manner
- accurately identifies source of calling data
- skills and knowledge evidence may be completion of training courses or on-the-job learning

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- telephone manners
- enterprise policies, procedures and guidelines
- enterprise culture and values
- enterprise mission, business goals and standards
- enterprise calling protocol
- operational environment: customer base, company products and services
- operational systems and technology
- stress management awareness
- workplace ergonomics
- overview of call centre operations

Skills

The ability to:

- demonstrate basic oral and written communication skills
- demonstrate basic customer service skills
- demonstrate telephone, computer and fax operational skills
- use computer keyboard
- demonstrate voice technique

(4) Resource Implications

- a call centre or simulated call centre environment
- telecommunications equipment to enable the performance criteria to be met

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision and include observation of real or simulated processes and procedures.

Candidates will provide evidence of their performance and their underpinning skills and knowledge.

(6) Context of Assessment

Evidence of competency is best obtained by observing and monitoring activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.

Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.

Skills and knowledge evidence may be completion of training courses or on -the-job learning.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCOR0151B Organize work priorities and development

Competency Descriptor:

This unit applies to customer contact centre staff including team leaders who are responsible for managing their own performance and taking responsibility for their professional development within the context of the enterprise.

Competency Field: Call Contact

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Manage self	1.1	Personal qualities and performance served as a role model in the workplace.
		1.2	Personal goals and plans reflected organisation's plans and personal roles, responsibilities and accountabilities.
		1.3	Action is taken to achieve and extend personal goals beyond those planned.
		1.4	Consistent personal performance is maintained in varying work conditions and work contexts.
2	Set and meet own work priorities	2.1	Competing demands are prioritised to achieve personal, team and organisation goals and objectives.
		2.2	Technology is used efficiently and effectively to manage work priorities and commitments.
3	Develop and maintain professional competency	3.1	Personal knowledge and skills are assessed against competency standards to determine development needs and priorities.
		3.2	Feedback from clients and colleagues is used to identify and develop ways to improve competence.
		3.3	Management development opportunities suitable to personal learning style(s) are selected and used to develop competence.
		3.4	Participation in professional networks and associations enhances personal knowledge, skills and relationships.
		3.5	New skills are identified and developed to achieve and maintain competitive edge.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Performance standards and measures include but not limited to:

- enterprise specific and vary according to the particular industry sector

Technology may be paper based or electronic and includes:

- planning tools
- scheduling systems
- diaries

The operational environment will be influenced by:

- job role scope, responsibilities
- enterprise policies, guidelines and processes
- level of autonomy
- enterprise quality and continuous improvement processes and standards
- business and performance plans
- ethical standards established by the enterprise
- productivity and profitability objectives and targets
- best practice and benchmarking principles and practices
- legislation, codes and practice
- resource parameters established
- learning organisation principles and practices
- established and refined personal development strategies

Goals and objectives:

- applied independently to each individual
- vary from individual to individual
- influenced by company business objectives and company standards
- environment and experience

Competency standards include but not limited to:

- national standards
- enterprise standards

Relevant legislation, regulations and standards include:

- privacy act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- industrial awards and agreements

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively organize work priority and development in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- performs consistently to achieve goals and results
- operates effectively in varying work environments and contexts
- assesses own performance and learns from experience and feedback
- engages in self development activities in response to realistic assessment of competence
- maintains and extends knowledge of current and future developments in professional/technical field
- selects and uses appropriate technology

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- feedback mechanisms
- enterprise policies, procedures and guidelines
- enterprise culture and values
- enterprise mission, business goals and standards

Skills

The ability to:

- plan
- set goals
- assess own performance

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies and information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0211A: Use an enterprise information system

Competency Descriptor:

This unit applies to the use of an enterprise information system to obtain and record customer information. It addresses the use of a single information system while in contact with the customer.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Locate and interpret information for a customer inquiry	1.1	Log on to enterprise information system efficiently.
		1.2	Analyse customer inquiry and plan to obtain the required information.
		1.3	Identify sources of information within enterprise system.
		1.4	Locate appropriate system screens efficiently.
		1.5	Use appropriate codes to locate information.
		1.6	Access information from other sources as necessary.
		1.7	Interpret information obtained to meet customer requirements.
		1.8	Follow enterprise procedures to satisfy customer inquiry.
		1.9	Observe legislation, codes, regulations and standards throughout transaction.
2.	Record information for a customer transaction	2.1	Access appropriate screen to initiate a transaction.
		2.2	Enter all relevant information required for the transaction.
		2.3	Enter appropriate commands to complete the transaction.
		2.4	Information and commands are entered efficiently and accurately.
		2.5	Check transactions for accuracy/errors before release.

- 2.6 Observe legislation, codes, regulations and standards throughout transaction.
- 3 Use help system
- 3.1 Identify sources of help for information systems problems or issues.
- 3.2 The identified source/s of help is accessed to resolve problems/issues.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Information systems include:

- unique to the enterprise
- spreadsheet
- database application

Customer include but not limited to:

- user
- purchaser
- beneficiary of a service, product, or process
- internal or external to the organisation
colleagues

Information includes but not limited to:

- specific details requested by a customer or others
- details required from core business systems or other sources in order to complete a transaction or process

Transaction includes:

- a sequence of interactions in enterprise business systems performed by the staff member in satisfying the customer's needs

Other sources include:

- additional information systems
- reference manuals
- colleagues

Sources of help include but not limited to:

- system helpdesks
- system operation units
- reference materials
- colleagues
- supervisor
- coaches

Relevant legislation, regulations and standards include:

- privacy act
- trade practices act
- telecommunications act
- occupational health and safety legislation
- freedom of information

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Competency is to be demonstrated by the ability to use an enterprise information system in accordance with the performance criteria and the range listed within the range of variables statements

- use of various screens within business systems
- efficient and effective navigation through information systems
- use of standard operating procedures
- accurate use of codes used to locate data
- accurate entering of information onto the system
- checks to ensure information is captured in accordance with laid down procedures
- help files are accessed when required

(2) Pre-requisite Relationship of Units

- ITICOR0221A Use basic computer technology to process data

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- problem solving processes
- enterprise policies, procedures and guideline
- enterprise information system(s) and operating platforms
- operational environment: customer base, company products and services
- operational systems and technology
- workplace ergonomics

Skills

The ability to:

- manipulate computer keyboard
- use the computer efficiently and effectively

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency may be assessed concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0221A: Use basic computer technology to process data

Competency Descriptor:

This unit applies to the use of computers for information processing. It addresses basic information processing operations and the use of basic hardware, software and support resources.

Competency Field:

Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Activate and use basic computer software and hardware	1.1	Identify computer hardware components accurately.
		1.2	Obtain and secure log on and password information within established protocols.
		1.3	'Log On' correctly.
		1.4	Identify system applications by their icons.
		1.5	Use keyboard and mouse proficiently to access software.
		1.6	Use appropriate tools and/or commands to operate the software and hardware.
		1.7	Exit system using appropriate 'Log Off' procedures.
2	Process information on a computer system	2.1	Analyse and plan an assigned information processing task.
		2.2	Select and open appropriate computer software.
		2.3	Locate and/or open appropriate files.
		2.4	Enter or modify information into appropriate location.
		2.5	Save files and close applications using defined procedures.
		2.6	Preserve the integrity of the all information in existing and new files.
		2.7	Operate concurrently and navigate efficiently between two or more software applications.

- | | |
|--------------------------------------|---|
| 3. Manage computer use contingencies | 3.1 Identify contingencies arising during computer use. |
| | 3.2 Identify computer support resources. |
| | 3.3 Access and exit help files using correct keystrokes or mouse actions. |
| | 3.4 Navigate help files to obtain the relevant information. |

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to using basic computer technology and applies to individuals in the information technology and communication industry.

Computer hardware may include but not limited to include:

- stand alone pc
- networked PCs
- dumb terminal on mainframe system
- keyboard
- mouse
- monitor
- printer
- modem
- scanner

'Log on' and 'log off' include:

use of passwords and users names. (May vary dependent on the operational platform and specific applications)

Computer software include but not limited to:

- word processing
- spreadsheets
- databases
- website systems
- purpose built applications

Tools and commands include:

- edit
- format
- grammar and spelling check
- tables
- font and font size
- page layout
- data
- print

Preservation of integrity includes but not limited to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • save and/or close files and applications without loss of data and without corruption of other files or directories | <ul style="list-style-type: none"> • consideration of viruses or corrupted files and overwriting existing files |
|--|--|

Support resources include but not limited to:

- help files within software
- system support staff
- help desks
- vendor assistance

Contingencies include but not limited to:

- systems failure
- file corruption
- situations where assistance is required to complete the assigned task

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- logs on and log off effectively using the specified procedures.
- correct keystrokes or mouse actions are used to navigate around systems and between software applications
- identifies and uses the two or more software applications concurrently
- uses the appropriate tools and commands in working through two or more software applications
- enters and/or varies information accurately and in a timely manner
- saves information while preserving integrity of all other system information
- help files are accessed

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- computer system applications, tools and commands
- word, graphics, data base, spread sheet applications
- workplace ergonomics

Skills

The ability to:

- solve problem
- use computer keyboard
- use different computer software

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies and information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0231A: Operate a personal computer

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a personal computer to enter data and to access information and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
		1.2	The hardware components of the computer and their functions are correctly identified.
		1.3	Equipment is powered up correctly.
		1.4	Access codes are correctly applied.
		1.5	System information is closely examined to accurately identify functions and features.
		1.6	Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs in accordance with organisation guidelines.
		1.7	Available help functions are used correctly when required.
2.	Use keyboard and equipment	2.1	Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.
		2.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.
3.	Navigate and manipulate desktop environment	3.1	The selection, opening and closing of the correct desktop icons to access features follow the correct and appropriate procedures.
		3.2	Different roles and parts of the desktop window are used correctly and appropriately for particular functions.

- 3.3 The opening, resizing and closing of desktop windows for navigation purposes follow the correct procedures.
 - 3.4 Shortcuts are created from the desktop following the correct procedures.
- 4. Organise directory and folder structures
 - 4.1 Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
 - 4.2 Directory/folder attributes are accurately identified.
 - 4.3 Subdirectories/folders are moved between directories/folders following the correct and appropriate procedures.
 - 4.4 Directories/folders are renamed as required.
 - 4.5 Directories/folders and subdirectories/folders are correctly accessed via different paths.
- 5. Organise files for user and/or organisational requirements
 - 5.1 The most commonly used types of files are correctly accessed in a directory/folder.
 - 5.2 Groups of files are correctly selected, opened and renamed according to procedures as required.
 - 5.3 Files are correctly copied to disk.
 - 5.4 Deleted files are accurately restored as necessary.
 - 5.5 Software tools are correctly and appropriately used to locate files.
- 6. Correctly shut down computer
 - 6.1 All open applications are closed using correct procedures without loss of data.
 - 6.2 Computer is shut down correctly.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Data:

- textual
- numerical
- graphical

Software systems to include for:

- word processing
- spread sheet
- internet access

File operations include:

- naming, updating and archiving files and directories
- use of search, sort, print

Files save on:

- network
- magnetic media
- personal PC

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- initiate the use of the equipment
- identify functions and features of software
- demonstrate the ability to customise desktop environment
- organise files, folders and directories
- manipulate input devices
- access and save files
- manipulate features and functions

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- log-in procedures for accessing a personal computer

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access files
- use file operations
- manipulate features and tools
- customise desktop environment
- navigate desktop environment
- copy files

(4) Resource Implications

The following resources should be made available:

- files saved on network, magnetic media
- personal computer
- input devices: keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDBO0251A: Operate database application (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to operate database applications and perform basic operations. This unit applies to individuals working in the information and communication technology industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Use a database application	1.1 A database application is opened using the correct procedures. 1.2 An existing database with default layout is opened. 1.3 Record within an existing database is modify and saved in line with information requirements. 1.4 Database is saved onto the hard disk or a diskette. 1.5 The database is closed using the correct procedures. 1.6 Application help functions are used when required. 1.7 Viewing modes are changed to meet user and database requirements. 1.8 Modify toolbar display is modified to database and user requirements.
2. Create a simple database	2.1 Simple design is correctly formulated for a two-table database incorporating basic design principles. 2.2 Tables with fields and attributes are created according to database usage requirements. 2.3 Data is entered accurately and tables are linked and navigated correctly.
3. Updating a database	3.1 Data is modified in a table according to information requirements 3.2 Data is deleted from a table as required.

- 3.3 Appropriate records are added and deleted as required.
- 3.4 Correct closing down procedures are followed to ensure that data is not lost.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a database application and applies to individuals in the information technology industry.

Hardware including:

- personal computer
- networked system
- printer
- attached peripherals

Disk may include but not limited to:

- diskette
- zip disk
- compact disk
- hard disk

Software may include but are not limited to:

- DB2
- Microsoft Access
- Microsoft SQL Server
- Informix
- Sybase

Document may include but are not limited to:

- established files
- new document

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to design and develop a simple database using a standard database package in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create a database
- develop tables with fields and attributes
- modify tables layout and field attributes
- modify data and records to meet information requirements
- access and retrieve data
- navigate through tables
- exit database without loss of data

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- logging procedures relating to accessing a PC
- security, viruses, privacy legislation, copyright
- types of software
- basic database design
- field attributes

Skills

The ability to:

- access database
- create database
- customise settings
- access and retrieve information

(4) Resource Implications

The following resources should be provided :

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

To demonstrate this unit of competence the candidate will require access to documents detailing organisational style guide/policy.

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework . They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0241A: Operate a word processing application (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a word processing application, perform basic operations to build a simple document and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Create documents	1.1	Opening of documents and the addition of text and symbols are done according to information requirements.
	1.2	Paragraphs are added, selected, copied, deleted or moved within a document.
	1.3	Text is checked and amended in accordance with organisational and task requirement.
	1.4	Manuals, user documentation and on-line help are used to overcome problems with document production presentation.
	1.5	Document is saved to correct directory/folder.
2. Customise basic settings to meet page layout conventions	2.1	Font type, size and colour are changed to enhance the appearance of the document.
	2.2	Alignment and justification options and line spacing are applied according to document formatting requirements.
	2.3	Margin sizes are modified to suit the purpose of the documents.
	2.4	Ability to view multiple documents at any one time is demonstrated.
3. Format document	3.1	Italics, bold, underline and hyphenation are used as required and within organisational guidelines.
	3.2	Various tools are used correctly throughout the drafting of a document.
	3.3	Closing of documents and saving of documents to disk follows correct procedures.

4.	Create tables	4.1	Basic table is inserted into a word processing document using the correct procedures.
		4.2	Cell attributes are appropriately customised to meet formatting and data requirements.
		4.3	Columns and rows are inserted and deleted as necessary.
		4.4	Borders and other formatting tools are appropriately used according to organisational style requirements.
5.	Add Images	5.1	Images and/or graphics are inserted in a word processing document and customised according to requirements.
		5.2	Images are positioned and resized to meet the word processing document formatting needs.
6.	Print word processing documents	6.1	Document is previewed in print preview mode.
		6.2	Correct print options are selected.
		6.3	Information is printed from installed printer.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a personal computer and applies to all individuals in the information and communication industry.

Software may include but are not limited to:

- Microsoft Word
- Microsoft Works
- Corel WordPerfect

Equipment may include:

- personal computer
- printer

Formatting may include:

- page orientation
- margins
- enhancements to text –colour, font, size
- enhancements to format – borders, patterns and colour
- alignment on page

Software functions may include:

- text formatting
- page set-up
- line spacing
- paragraph formatting
- tabs
- spell check
- grammar check

Printing may include:

- printer set-up
- printing multiple copies
- printing specified pages
- printing odd or even pages

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating, formatting, saving and printing a document in accordance with the performance criteria and the range listed within the range of variable statements .

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create documents in line with organisation's guidelines
- customise settings
- format and layout document to specification
- insert images and tables
- use software features and tools appropriately
- apply printing procedures

(2) Pre-requisite Relationship of Units

- ITICOR0231A Operate a personal computer

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- types of software
- formatting styles
- use and functions of word processing software
- effect of formatting on readability and appearance of documents
- page layout conventions

Skills

The ability to:

- manipulate software features
- format documents
- create a range of documents
- add images and tables
- customise settings
- apply printing procedures

(4) Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team .

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0011A: Prepare for work

Competency Descriptor:

This unit covers the skills and knowledge required to prepare an individual to perform effectively in a work environment. It includes identifying the rights and responsibilities of employees and employers and assisting in the business while under direct supervision.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify organisational/work requirements	1.1 Work requirements and responsibilities are identified with advice from appropriate persons. 1.2 Roles and responsibilities of colleagues and immediate supervisors are identified. 1.3 Employee's/employer's rights are identified and knowledge applied where appropriate. 1.4 Legal responsibilities and any relevant organisational goals and objectives are identified and applied where appropriate. 1.5 Behaviour that contributes to a safe work environment is identified and followed.
2. Work in a team	2.1 Courteous and helpful manner is displayed at all times. 2.2 Allocated tasks are completed as required. 2.3 Assistance is sought when difficulties arise. 2.4 Questioning is used to clarify instructions or responsibilities. 2.5 Non-discriminatory attitude is displayed.
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance achieved between competing priorities. 3.2 Time management strategies are applied to work duties. 3.3 Appropriate dress and behaviour are observed in the workplace.
4. Demonstrate proper grooming habits	4.1 There is graceful bearing in walking, sitting and standing. Posture and movement of body parts is properly harmonized, according to physical capacity. 4.2 Unpleasant body odour is absent, also bad breath. Teeth show evidence of proper dental care. 4.3 Hair is clean; hairstyle is suitable for the workplace and is maintained in a neat manner.

- 4.4 Hands are clean; nails are trim, neat and free of dirt.
- 4.5 Clothing is neatly constructed, properly finished, fits well and coordinates attractively.
- 4.6 Clothing has the right tone for the office and is neither too dressy, too casual nor too revealing.
- 4.7 Accessories are used tastefully and are not overpowering or detracting.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between. It relates to the unit as a whole and facilitates holistic assessment. In addition, the following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues equal opportunity, industrial relations anti-discrimination relevant industry codes of practice

Appropriate persons may include:

- supervisors
- mentors
- trainers
- colleagues

Rights and responsibilities of employees may relate to:

- attendance
- punctuality
- obeying lawful orders
- confidentiality of information concerning the organisation, clients or colleagues
- safety and care with respect to Occupational Health and Safety policies
- knowing the terms and conditions of own employment
- the right to union representation protection from discrimination and sexual harassment

Organisation's requirements may be included in:

- organisational policies and guidelines
- common organisational practice
- performance plans
- Occupational Health and Safety policies, procedures and programs

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- presentations/demonstrations
- formal course participation
- work experience

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- sharing knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to instructions

The organisation's goals and objectives may be stated or implied by the way the organisation conducts its business including:

- organisational values and behaviours
- flexibility, responsiveness, financial performance
- work procedures and/or procedures manuals
- people management, interpersonal communication
- business planning, marketing and customer service

Work and personal priorities relate to a work/life balance and may include work and other commitments including:

- personal studies/assignments
- home/family recreational activities
- other jobs
- culture

Non-discriminatory attitudes may be displayed in:

- all contacts with other staff, clients or management
- verbal or non-verbal communication

Work priorities may vary according to:

- organisation requirements
- type of work
- degree of client/customer contact

Rights and responsibilities of employers include:

- the responsibility of providing a safe environment free from discrimination and sexual harassment

The right to dismiss an employee if he /she should:

- commit a criminal offence
- cause an accident through negligence or carelessness
- commit acts of disloyalty such as revealing confidential information

Appropriate dress and behaviour may relate to:

- personal dress, presentation and hygiene
- demeanour in the workplace
- attitude displayed to customers and other team members

Grooming to include:

- the use of hygiene aids, properly laundered garments, clean shoes, the range of fashions and hairstyles accepted as appropriate for the workplace

Posture to include:

- straight back, appropriate placement of feet (whether walking, standing, or sitting), upright positioning of body – according to physical capability

EVIDENCE GUIDE

This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealing with an appropriate range and variety of situations.

(1) Critical Aspects of Evidence

Ability to:

- express the organization's requirements including goals and values
- identify workplace procedures for maintaining employee and employer rights
- develop strategies for effective work practices

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant features of legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, and anti-discrimination
- award and enterprise agreements and relevant industrial instruments
- basic rules and expectations for workers and employees
- basic principles of time management

Skills

The ability to:

- process basic, relevant workplace documentation according to work requirements
- communicate to request advice, receive feedback and work with a team
- display problem-solving skills in order to resolve routine problems related to the workplace
- relate to people from a range of social, cultural, ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Competency will be assessed through direct observation and questions related to underpinning knowledge and skills.

Competency will be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skills and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skill Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0161A: Handle telephone calls

Competency Descriptor:

This unit deals with telephone techniques in answering and receiving calls to disseminate and receive information for smooth flowing of communication in an organization.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive telephone calls	1.1	Telephone calls are answered courteously and promptly using approved organization style.
		1.2	Callers are correctly identified and requirements accurately established.
		1.3	Call is correctly referred to the appropriate individual.
2.	Analyse calls and route appropriately	2.1	Non-specific requirements are analysed and appropriate person or department to receive call is correctly determined.
		2.2	Where specific requests cannot be met, options and alternatives are identified and offered.
		2.3	Callers are given accurate information.
		2.4	Callers are kept informed of the reasons for any delay in connection.
		2.5	Callers are transferred correctly between extensions.
3.	Answering, recording, & transcribing messages	3.1	Messages are recorded accurately, uncertainties clarified and messages passed to correct location promptly.
		3.2	Answering machines are correctly set to receive calls automatically.
		3.3	Recorded messages are accurately transcribed, urgent messages identified and all messages passed to the correct individual promptly.
		3.4	Records are up-to-date, legible and accurate.
4.	Making telephone calls	4.1	Name and number of person to be called and purpose of the call are accurately determined.
		4.2	Call is placed in accordance with organizational procedures.

- | | | |
|--|-----|---|
| | 4.3 | Conversation is brought to a suitable conclusion, restating relevant points. |
| | 4.4 | Information is transmitted correctly and efficiently. |
| | 4.5 | Customers are satisfied with telephone exchange. |
| 5. Adhere to confidentiality, security & equipment care procedures | 5.1 | Confidentiality and security procedures are maintained. |
| | 5.2 | Equipment faults are identified and promptly reported to an appropriate person. |

RANGE STATEMENT

Competent performance of the criteria must be demonstrated in the context of this unit allowing the differences between enterprises. In addition the following variables may be present for this particular unit.

Legislation, codes and National Standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health & Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes and practice

Non-routine/emergency demands to include:

- difficult and irate callers

Records:

- callers' log book
- message pad

Information:

- specific
- technical (e.g. e-mail)

Purpose of call – Caller may wish to:

- speak to particular person
- seek information
- access company services
- purchase merchandise
- schedule appointment

Callers to include:

- expected callers
- unexpected callers
- VIP's
- general public
- customers/clients
- salespersons
- business associates
- personal acquaintances
- family members

Confidentiality may refer to:

- private, personal and confidential business information received by telephone

Telephone calls to include:

- long distance calls
- local calls
- international calls
- emergency calls

Security:

- In respect of telephone equipment including answering machine and voice mail

Options and alternatives:

- internal referrals
- referrals to other companies
- make information available at a later date

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- Assesses learning opportunities to extend own personal work competencies on the use and operation of switchboard.
- Seeks feedback from clients and colleagues.
- Uses business technology to monitor calls and communication.
- Receives feedback constructively.
- Demonstrates good communication techniques in ending calls.

(2) Pre-requisite Relationship of Units

- BSBCOR0171A Deliver quality customer service

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to occupational Health and Safety
- telephone techniques relevant to switchboard operation and features
- use of the telephone as a business opportunity
- do's and don'ts of telephone use as it applies to the organization

Skills

The ability to:

- take written messages including detail
- follow-up on calls as promises
- answer politely and pleasantly under extreme internal pressure
- listen keenly
- speak clearly
- display proper attitude
- summarize messages

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These include:

- suitable work area with appropriate telephone equipment
- relevant furniture and equipment to execute job
- atmospheric condition appropriate to work environment

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards

Assessment of performance requirements in this unit should be undertaken in a n actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skills and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0271A: Send and retrieve information via Internet

Competency Descriptor:

This unit deals with the skills and knowledge required to complete basic web search tasks and send and retrieve e-mails with attachments. This unit applies to individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Access the internet	1.1	Appropriate browser is opened and assigned a Home Page/Start Page through setting basic preferences.
	1.2	The display/view modes are appropriately adjusted to suit personal requirements according to operational guidelines.
	1.3	Toolbar is appropriately modified to meet user and browsing needs.
	1.4	Access is gained to desired site and data is retrieved in accordance with guidelines and regulations.
	1.5	Images are loaded or not loaded depending on modem speed, computer and browser capabilities.
	1.6	URL is opened to obtain data and browse links in accordance with established procedures.
2. Search internet	2.1	Search engines are opened using the correct methods and search requirements are clearly defined.
	2.2	Usage of a range of search parameters (key words, logical operators) is demonstrated.
	2.3	Search results are saved and presented as a report according to the information required and operational guidelines.
	2.4	Bookmarks are created for required web page and saved in associated bookmark folder using correct procedures.

- 2.5 Page set-up options are appropriately modified and the web page or the required information is printed according to approved guidelines and procedures.
 - 2.6 Established procedures are followed in shutting down and exiting browser.
- 3. Send and organise messages
 - 3.1 Mail inbox is opened for a specific user and a new mail message created.
 - 3.2 Each field (address to, subject, etc) is completed and text is added to message according to organisational guidelines on e-mail usage and e-mail content.
 - 3.3 Auto signature is added and files are attached in the required format.
 - 3.4 Priority of message is determined, message is spell-checked, copied and text deleted and then sent.
 - 3.5 Received messages are replied to and forwarded as appropriate.
 - 3.6 Attachment is opened and saved to relevant directory/folder and a new folder is created if necessary.
 - 3.7 Messages are searched for and are marked or deleted as necessary.
 - 3.8 Messages are sorted (saved in folders/directories, archived, highlighted, etc) and unwanted messages are deleted.
- 4. Create an address book
 - 4.1 Mail addresses are added to address book and unnecessary addresses are deleted.
 - 4.2 Address book is updated with incoming mail addresses.
 - 4.3 An address list is created and mail sent out according to the list.
 - 4.4 Different folders are created for different categories of addresses.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to conducting basic web search tasks and sending and receiving e-mails with attachments and applies to individuals in the information and communication industry.

Equipment including:

- personal computer
- network system
- printer
- attached peripherals

Document may include but are not limited to:

- established files
- new document

May include presentation applications contained in:

- Microsoft Office
- Lotus Suite
- Claris Works
- other similar applications

Disks may include but not limited to:

- diskettes
- zip disks
- compact disks
- hard disk

Policies and regulations may include issues related to but not limited to:

- encryption and privacy
- intellectual property rights
- pornography

Operating Systems:

- Command line
- Graphical User Interface

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to browse the internet, search for information, send and receive e-mails and organise the mail browser applications in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- customise settings
- accessing the internet
- assessing capability of the system to complete certain tasks
- communicate effectively via the internet
- observe protocols and security procedures
- demonstrate the ability to use relevant software applications
- create bookmarks and address book
- safe and effective operational use of all equipment

(2) Pre-requisite Relationship of Units

- ITICOR0231A Operate a personal computer
- ITICOR0471A Access the Internet

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- make-up and structure of web addresses
- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- modem speed, traffic loads in relation to times of accessing the internet
- evaluating and assessing the authority of information
- organisational guidelines on internet and email usage, web etiquette
- security, viruses, privacy legislation, copyright
- different types of search engines
- different cultures
- the different types of messages that occur
- types of software

Skills

The ability to:

- access the Internet and retrieve data using WWW and e-mail
- send a simple email
- perform a simple search and save the text of a web page to disk
- extract and virus -scan downloaded files
- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- read and write at a level where basic workplace documents are understood
- communicate clearly and precisely
- interpret user manuals and help functions
- exhibit cultural understanding

(4) Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- internet access
- printer

To demonstrate this unit of competence the candidate will require access to documents detailing:

- organisational style guide/ policy
- organisational policies on internet and e-mail usage

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0471A: Access the Internet

Competency Descriptor:

This unit deals with the skill and knowledge required to access the Internet and applies to all individuals operating in the information and communication industry.

Competency Field:

Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and use local resources	1.1 Installed Internet software applications are correctly identified and started up using the correct procedures. 1.2 Appropriate Internet software is used off line or online following the correct operating procedures. 1.3 Access is gained to desired site and files are downloaded. 1.4 Downloaded files are scanned for viruses using installed software according to established guidelines. 1.5 Guidelines and regulation are adhered to in the retrieval of information and files.
2. Identify and use remote resources	2.1 Files and documents using the Internet search engines are accessed using the correct procedures. 2.2 The Internet is browsed to find related sites via links according to procedures. 2.3 Sending, downloading, reading and responding to e-mails follow organisational and operational procedures. 2.4 Files attached to incoming e-mails are correctly retrieved and appropriately sent as attached files.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to accessing the Internet and applies to all individuals in the information and communication industry.

Software may include but are not limited to:

- Microsoft Internet Explorer
- Netscape
- Lycos
- Google
- Yahoo

Anti-virus software may include:

- Norton
- McAfee

Policies and regulations may include issues related to but not limited to:

- encryption and privacy
- intellectual property rights
- pornography

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to access the Internet and obtain and send information as in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- identification of install internet software
- initiate use of software
- access and browse internet
- download and virus -scan files
- retrieve and send e-mails
- retrieve and send attachments

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A Operate a personal computer

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- knowledge of how to initiate and conclude an Internet connection
- knowledge of appropriate uses of different Internet protocols and data types (WWW, email, etc)
- knowledge of privacy and security measures related to online tasks
- knowledge of information sources

Skills

The ability to:

- access the Internet and retrieve data using WWW and e-mail
- send a simple e-mail
- perform a simple search and save the text of a web page to disk
- extract and virus -scan downloaded files
- demonstrate an ability to find and use information relevant to the task from a variety of information sources

(4) Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/networked system

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCCO0231B: Process low risk credit applications

Competency Descriptor:

This unit applies to handling of the more routine credit applications involving established customers and/or small amounts of credit.

Competency Field: Billing and Credit

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Receive credit application	1.1	Customer details are reviewed, including trading name details and amount of credit required.
		1.2	Customer preferred payment methodology is identified.
		1.3	Whether applicant is an existing customer is determined.
		1.4	Existing customer records are checked for payment history and credit standing.
2	Process credit application	2.1	Customer credit rating determined in accordance with enterprise and legislative requirements.
		2.2	Credit card details are checked with relevant financial institution where applicable.
		2.3	Customer ability to repay any credit advances is checked.
		2.4	Credit levels and payment terms are determined, based on credit rating and amount of credit sought.
		2.5	Payment arrangements with customer is negotiated and agreed.
		2.6	Difficulties experienced in customer negotiations are referred, in accordance with enterprise policy.
		2.7	Outstanding issues relating to credit application are referred or followed up in an efficient and timely manner.

- | | | | |
|---|--|-----|--|
| 3 | Complete credit application administration | 3.1 | Appropriate documentation is completed and forwarded to the customer. |
| | | 3.2 | Credit arrangements and record details are approved in accordance with enterprise policy and legislative requirements. |
| | | 3.3 | Agreed payment arrangements are notified in accordance with enterprise procedure. |
| | | 3.4 | Legislation, codes, regulations and standards observed throughout transaction. |

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Credit management includes:

- the granting of credit to customers for the purchase, leasing of goods and services

Customer records include but not limited to:

- records normally maintained in a computerised system specific to the enterprise but may take the form of paper/card related systems

Credit management procedures include:

- unique to an enterprise and recorded in enterprise policy manuals and procedural documents
- procedures are governed by government legislation and codes of practice

Quality and continuous improvement include but not limited to:

- variation
- customer service
- standards
- service delivery
- performance
- process
- productivity
- financial
- goal setting
- resource management

Payment arrangements include but not limited to:

- credit card
- cheque
- agreed instalments
- direct debit

Credit card details include:

- card type
- card holder details
- card number
- expiry date

Relevant legislation, codes, regulations and standards include:

- privacy act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information
- bankruptcy act
- debt recovery act
- credit act
- debtors act

Referral procedures:

- will vary from enterprise to enterprise

Credit application/agreement documentation:

- unique to the enterprise

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively process low risk credit applications in accordance with the performance criteria and the range listed within the range of variable statements

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- application of enterprise credit procedures
- check records to establish payment/credit history
- determination of customer capacity to pay
- establishment of customer credit rating
- negotiation of credit terms and payment arrangements with customers

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- credit management procedures
- basic mathematics
- basic accounting procedures
- enterprise information systems
- enterprise customer service policy
- specific work role and relationships
- enterprise protocols associated with customer service
- operational environment: customer base, company products and services
- operational systems
- quality and continuous improvement processes
- occupational health and safety standards

Skills

The ability to:

- articulate enterprise products and services
- listen actively
- relate to people of all levels
- demonstrate oral and written communication skills
- apply customer service skills
- demonstrate empathy skills
- skills interpersonal skills
- Influencing
- Apply problem solving skills

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies and information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to tasks and questions related to underpinning knowledge .

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0681A: Locate and store files in a paper-based system

Competency Descriptor:

This unit covers locating and returning files stored in a simple paper-based filing system.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Locate files	1.1 Correct procedures are followed to locate files. 1.2 Problems with files are identified and reported to relevant persons. 1.3 Files and their contents are kept safe and intact. 1.4 Files, requested are delivered on time to relevant persons requesting. 1.5 Confidentiality is maintained in handling files. 1.6 Procedures for issuing and or circulating files are correctly followed.
2. Update and store files	2.1 New items to file are added as instructed or according to company policy. 2.2 Files and contents are checked for completeness. 2.3 Files are stored within time frame established. 2.4 Files are stored in the correct location, using index system established. 2.5 Correct procedures for storing the files is followed. 2.6 Confidential information is treated appropriately and in keeping with company policy.
3. Handle returned file	3.1 Procedures for handling returned files are correctly followed. 3.2 Returned files are replaced within the time frame established.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidate should be within the range that applies to the candidate's particular role or workplace.

Locate files:

- store alphabetically
- store numerically

Updating files:

- adding new items
- storing items
- disposal of items

Relevant persons:

- supervisor
- person requesting files

EVIDENCE GUIDE

Evidence of competency is to be demonstrated by the ability to locate and store files in accordance with the performance criteria and the Range Statement.

(1) Critical Aspects of Evidence

Assessment of the candidate should produce evidence of the following procedures:

- following instructions
- identifying and reporting problems
- maintaining efficient and neat filing system
- use of alphabetical and numerical filing system
- use of indexes
- safe keeping of files and their contents
- locate and return files within time frame established
- handle confidential information
- understanding and using retention policy
- use of filing equipment and storage
- use of tracer or guide system

(2) Pre-requisite Relationship of Units

BSBCOR0011A Prepare for work

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- alphabetical and numerical filing system
- advantage and disadvantage of different filing systems
- systems in organisations
- safety and security procedures
- elements of good filing system
- importance of a tracer or out guide systems
- cross-referencing
- retention policy
- different indexing system
- vertical and lateral filing

Skills

The ability to:

- operate alphabetical filing system
- operate numerical filing system
- use indexing and cross-referencing system
- locate, issue and return files
- use tracer and or guide system
- dispose of items following retention policies
- use filing equipment
- perform vertical and lateral filing

(4) Resource Implications

The following resources should be available:

- filing cabinet
- indexing cards
- filing policy and policy manual

(5) Method of Assessment

Competency should be assessed while work is under taken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment must be in accordance with the performance criteria

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skill Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCCO0321B: Set up customer account

Competency Descriptor:

This unit describes those functions associated with checking credit applications, recording relevant data, maintaining files and completing required documentation.

Competency Field: Communication

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Obtain and process customers' details	1.1	Techniques employed encourage customers' willingness to speak freely.
		1.2	Details appropriate for setting up an account are obtained from customer.
		1.3	Appropriate information regarding the organization and its products is disclosed.
		1.4	Care is taken to verify information gained from customer.
		1.5	Programme and database accessed are correct.
		1.6	Customer details are correctly inputted to the computer system for editing and processing.
		1.7	Computer files are updated and saved.
		1.8	Updating of computer records is always verified by retrieving a record immediately after it has been written in.
2	Arrange for the issue of account documentation and features	2.1	All requisite codes are correctly applied to the customer's records.
		2.2	Special features chosen by the customer are properly accommodated.
		2.3	The means of despatch are appropriate to the customer.

- | | | | |
|---|-----------------------------|-----|---|
| 3 | Set up payment arrangements | 3.1 | The customer's ability to access the feature is properly examined against company criteria. |
| | | 3.2 | Ratios are correctly calculated from details obtained from the customer. |
| | | 3.3 | Considerations for arrival of payment arrangements are correctly applied. |
| | | 3.4 | Efforts are made to verify details of customer earnings. |
| | | 3.5 | Efforts are made to verify customer obligations and financial commitments. |
| | | 3.6 | Authorized levels are correctly calculated and determined. |
| | | 3.7 | Care is taken to ensure that payment schedules are within established ratios. |

RANGE STATEMENT

Application document details and supporting documentation may include but not limited to:

- credit application forms "guarantee"
- security/financial documentation
- relevant correspondence
- privacy act authority
- terms and conditions of sale
- register systems may be paper-based or electronic

Internal company policy and procedures may include but not limited to:

- methods of initiation of new applications and processing of applications
- correspondence presentation
- security procedures

Legislative requirements may include but not limited to:

- credit act
- privacy act
- evidence reproduction act or equivalent
- bills of sale and other Instruments act

Documents may include but not limited to:

- delivery dockets (signed)
- credit or debit notes
- purchase orders
- aged debtors trial balance
- customer account reconciliation
- customer statements
- dishonoured cheques
- account maintenance forms
- audit trails
- cash allocation / journal processing

Details on customer accounts may include but not limited to:

- customer file/identification number
- invoice/account number
- customer name
- customer delivery and postal address/es
- customer contact telephone number/s
- payment due
- payment due date
- part payment details
- outstanding amount details
- TRN
- facsimile numbers/electronic address(s)
- credit limit

Billing adjustments may include but not limited to:

- full payment received
- part payment received
- outstanding amount
- cancellation fees
- reimbursement fees
- claims
- sales tax
- refunds
- discounts
- interest charges

EVIDENCE GUIDE

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

- validating of account details
- basic knowledge of appropriate legislation
- understanding and implementation of company credit policy
- sufficient liaison skills to clarify information for basic credit accounts
- ability to use data entry and recording systems

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- interviewing techniques
- product knowledge
- company profile and policies
- operating/updating DBMS
- how to calculate the requisite ratios
- how to request information from various sources
- accessing and printing from DBMS
- e-mailing
- general developments in the credit management sector and company policy

Skills

The ability to:

- records, updates and files correspondence and documentation
- develops and maintains interpersonal skills, telephone skills and writing skills
- relates effectively to customers to clarify, discuss and update account information
- process account applications effectively and efficiently
- explain and use the filing system and its codes and maintains the filing system to ensure it operates effectively
- enters new information into databases

(4) Resource Implications

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision and include observation of real or simulated processes and procedures.

Competency should include a demonstrated understanding of the roles and functions of the players in the customer account department.

Assessment must be in accordance with the performance criteria and the range listed in the range of variable statements.

(6) Context of Assessment

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0091A: Receive visitors

Competency Descriptor:

This unit deals with the skills and knowledge required to receive visitors to an organization, while keeping set rules and procedures.

Competency Field: Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive and assist visitors	1.1	Visitor is greeted courteously.
		1.2	Purpose of visit is correctly ascertained.
		1.3	Visit is appropriately recorded and security clearance facilitated.
		1.4	Visitors are directed or escorted and introduced in accordance with company policy.
2.	Relevant hospitality and emergency situation is addressed	2.1	Visitors are provided with appropriate hospitality facilities.
		2.2	Judgement and initiative are used to deal with non-routine and emergency demands promptly and effectively.
		2.3	Visitors are given only disclosable information.
		2.4	The availability of the person to be visited is correctly ascertained.
		2.5	Reasons for delay/non-availability of assistance are explained politely.
3.	Identity is cleared, applying tact and necessary security measures	3.1	Visitors are correctly identified and requirements established accurately.
		3.2	Visitors with queries within scope of one's own responsibility are dealt with to their satisfaction.
		3.3	Visitors are handled with tact and diplomacy.
		3.4	Security and confidentiality procedures are maintained.

- | | | | |
|----|---|-----|---|
| 4. | Appropriate communication process is followed | 4.1 | Appropriate tone/manner is used in communication. |
| | | 4.2 | Information is conveyed accurately, observing rules of confidentiality. |
| | | 4.3 | Information, which is communicated, is clear and understood. |

RANGE STATEMENT

Competent performance of the criteria provides advice to interpret the scope and context and must allow for differences between organizations.

Purpose of visit includes the need to:

- see a particular person
- seek information
- access company services
- purchase merchandise
- fulfil appointment

Records:

- visitors' log book
- message pad
- appointment book
- despatch book
- incoming correspondence book

VISITORS TO INCLUDE:

- expected and/or unexpected callers
- general public
- customers/clients
- salespersons
- business associates
- personal acquaintances
- family members

Communication may be with:

- supervisors /managers
- peers
- clients/customers
- general public

Non-routine/emergency demands to include:

- difficult and irate persons
- persons who pose a security risk

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit.

(1) Critical Aspects of Evidence

- seeking and acting on feedback from internal and external visitors
- prioritising and scheduling human traffic
- treating visitors in a courteous and professional manner
- accurate identification of visitors through the use of appropriate interpersonal skills
- identifies visitors accurately

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the organization's business structure, products and services
- the relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti - discrimination
- principles of effective communication in relation to listening, questioning and non-verbal communication
- organization's policies and procedures including dress code guide
- importance of demonstrating respect and empathy in dealing with colleagues and customers

Skills

The ability to:

- request advice, receive feedback and work with a team (communication skills)
- understand basic workplace documentation (reading skills)
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities (interpersonal skills)
- select and use technology appropriate to a task

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace, which will include:

- suitable work area with appropriate communication equipment
- stationery
- relevant furniture and equipment to execute job
- ventilation appropriate to environment

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ -J Level. Refer to the Critical Employability Skills levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0021A: Apply point of sale handling procedures

Competency Descriptor:

This unit involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction.

Competency Field:

Retail Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Operate Point of Sale Equipment	1.1 Point of sale equipment operated according to design specifications. 1.2 Point of sale terminal opened and closed according to store procedure. 1.3 Point of sale terminal cleared and tender transferred according to store procedure. 1.4 Cash handled according to store security procedures. 1.5 Supplies of change in point of sale terminal maintained according to store policy. 1.6 Active point of sale terminals attended according to store policy. 1.7 Records completed for transaction errors according to store policy. 1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained. 1.9 Customers informed of delays in the point of sales operation
2. Perform Point of Sale Transactions	2.1 Point of sale transactions completed according to store policy. 2.2 Store procedures identified and correctly applied in respect of cash and non-cash transactions. 2.3 Store procedures identified and applied in regard to exchanges and returns.

- | | | |
|----|---------------------|--|
| | 2.4 | Goods moved through point of sale area efficiently and with attention to fragility and packaging. |
| | 2.5 | Information entered into point of sale equipment accurately. |
| | 2.6 | Price/total/amount of cash received stated verbally to customer. |
| | 2.7 | Correct change tendered |
| 3. | Complete Sales | |
| | 3.1 | Customer order forms, invoices, receipts completed accurately. |
| | 3.2 | Customer delivery requirements identified and processed accurately, without undue delay. |
| | 3.3 | Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy. |
| 4. | Wrap and Pack Goods | |
| | 4.1 | Adequate supplies of wrapping material or bags maintained/requested. |
| | 4.2 | Appropriate packaging material selected. |
| | 4.3 | Merchandise wrapped neatly and effectively where required. |
| | 4.4 | Items packed safely to avoid damage in transit, and labels attached where required. |
| | 4.5 | Transfer of merchandise for parcel pick-up or other delivery methods arranged if required. |

RANGE STATEMENTS

Store policies and procedures in regard to:

- Operation of point of sale equipment
- Security
- Sales transactions.

Customers may include:

- Regular and new customers.
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Staffing may include:

- Full-time, part-time or casual staff

Store facilities in regard to:

- customer service
- Size
- Type
- location of store

Wrapping techniques may vary according to merchandise range.

Handling techniques may vary according to stock characteristics and industry codes of practice

Point of sale equipment may be manual or electronic

Point of sale transactions may include:

- cash transactions
- non-cash transactions such as cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively communicate in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- Operate Point of Sale equipment according to manufacturers' instructions and store policies and procedures.
- Apply store policies and procedures in regard to cash handling and point of sale transactions, according to the range of variables.
- Process sales transaction information responsibly and accurately according to store policies and procedures.
- Apply store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.
- Demonstrate Literacy skills in regard to written sales and delivery documentation.
- Demonstrate Numeracy skills in regard to handling cash.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Store policies and procedures, in regard to:
 - customer service
 - point of sale procedures/trans actions
 - allocated duties and responsibilities
 - processing information.
- Range of services provided by the store
- Stock availability.
- Basic operational knowledge of relevant:
- legislation and statutory requirements,
- including consumer protection law
- Operational skills and techniques in:
 - questioning/listening
 - verbal and non verbal communication
 - following set routines and procedures
 - dealing with different types of transactions
 - wrapping and packing techniques
 - store bag checking procedures
 - merchandise handling techniques
- Knowledge of cash and non cash handling procedures, including:
 - opening and closing point of sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash float
 - tendering of change
 - counting cash
 - calculating non-cash documents
 - balancing point of sale terminal
 - recording takings
 - security of cash and non-cash transactions
 - change required and denominations of change
 - credit cards
 - gift vouchers
 - lay by
 - credits, credit notes and returns
 - cheques / travellers cheques
 - customer accounts

Skill

Ability to:

- Use a range of communication/electronic equipment
- Read and understand product information
- Read and understand store policies and procedures
- Record information
- Operate point of sale equipment
- Perform point of sale transactions
- Complete sales
- Wrap and pack goods

Knowledge

Knowledge of:

- functions and procedures for operating Point of Sale equipment, including:
 - registers
 - numerical display boards
 - calculators
 - electronic scales
 - scanners
 - credit cards
 - lay by
 - credits and returns
 - cheques / travellers cheques
 - customer accounts

COD**(4) Resource Implications**

The following resources should be made available:

Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
 - financial transaction dockets/slips
 - stock/inventory/price lists
 - store policy and procedure manuals
 - a range of Point of Sale equipment and materials

(5) Method of Assessment

- Evidence is best gathered using the products, processes and procedures of the individual work place context.
- Evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.
- The theoretical components may be assessed off the job.
- The practical components should be assessed either in a work or simulated work environment.
- Assessment activities may include any one or a combination of the following: written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either on-the-job or in a simulated workplace environment. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0711A: Organise the copying and collating of documents

Competency Descriptor:

This unit covers organising and completing the copying and collating of documents using the appropriate media and materials.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select appropriate media	1.1	Appropriate media and materials are identified and selected for the task.
2.	Copy and collate documents	2.1	Quantities and resources are correctly estimated to complete the task.
		2.2	Documents are copied to the designated standard for presentation.
		2.3	Copies are collated in accordance with designated specifications and bound, if necessary.
		2.4	All tasks are completed within designated timelines.
3.	Distribute documents	3.1	Completed documents are despatched to the nominated person/section for distribution within designated timelines.
		3.2	Distributed materials are recorded, if necessary, according to enterprise policies and procedures.
		3.3	Original documents are filed to ensure integrity and security of contents.

RANGE STATEMENT

Appropriate media and materials may include:

- colour of paper
- size, weight and thickness of paper
- texture and quality of paper
- transparencies
- cardboard
- envelopes
- folders
- brochures

Quantities and resources may include:

- number of copies required
- amount of materials required
- extra materials for back-up
- staples, paper clips
- spiral combs
- availability of photocopier/ binder and other equipment

Equipment used may include:

- printer
- photocopier
- binder
- guillotine
- franking machine
- paper folding machine

Designated specifications for collation may include:

- pages clipped, stapled or bound together
- materials collated in specific order
- use of photocopier sorter trays
- distribution method

Designated timelines may include:

- deadline agreed with supervisor
- deadline agreed with internal/external client
- deadline set in relation to availability of equipment
- despatch requirements

Designated standard for presentation may include:

- spiral bound copy
- cardboard folder
- single sided or double sided copying
- overhead transparencies
- electronic format
- enlarged document layout
- plastic sheet protectors
- templates/style guide according to enterprise

Nominated person/section may relate to:

- personal delivery
- organisation's internal mail system
- surface mail system
- post office
- courier
- internal/external client
- mail house

Filing to ensure integrity and security of documents may include:

- confidential stamp
- copy only stamp
- copy and original filed together
- documents held together securely
- storing documents in central filing system
- storing copies of documents

EVIDENCE GUIDE

This unit of competency will require evidence to be collected across a range of events, e.g. dealing with different office requirements, and over a period of time to ensure that situational variables are consistently achieved.

(1) Critical Aspects of Evidence

- Materials selected are appropriate for the task.
- Task is planned and quantities and resources, including time, are estimated correctly.
- Documents prepared are copied/printed accurately.
- Wastage of paper is minimised with the impact on the environment underpinning office administration procedures.
- Equipment is operated according to manufacturer's instructions.

- Standard of presentation is appropriate for task and is in accordance with enterprise policies and procedures.
- Documents are copied and collated within designated enterprise timelines.
- Collated material is checked before distribution to ensure materials have been collated correctly.
- Original materials are filed in correct location and sequence according to enterprise policies and procedures.

(2) Pre-requisite Relationship of Units

- BSBBAD0031A Use business equipment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- enterprise policies and procedures
- relevant legislation (e.g. copyright)
- instructions (e.g. manufacturer's guidelines, procedural manual, training notes)
- functions of copying, collating, binding and other equipment

Skills

The ability to:

- read and understand enterprise policies and procedures
- follow sequenced instructions regarding document presentation; interpret instructions which combine pictorial and written information
- use basic mathematical knowledge; collate file documents
- listen to short, explicit instructions regarding document preparation; performs a series of routine tasks given clear directions; ask questions to clarify information
- select appropriate functions
- use a range functions of the photocopier

(4) Resource Implications

The assessor must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:

- workplace manuals and reference materials such as equipment user manuals, company policy, procedural manuals
- photocopier
- equipment (e.g. printer, computer, binder, franking machine)
- materials (e.g. paper, card, envelopes)
- filing system

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may take the form of some autonomy when working as part of a team, in order to achieve outcomes within time.

Evidence gathering methods may include:

- demonstration
- questioning
- workplace performance
- role-play
- projects/assignment
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

(6) Context of Assessment

Evidence of competency can be met in different situations, including:

- on- the- job assessment
- off- the- job assessment
- placement in an enterprise
- participation in an Apprenticeship (traineeship) arrangement
- use of a practice firm or simulated work environment
- flexible delivery methods used by training providers to cater for distance education students
- recognition of prior learning, recognition of current competencies (in skill areas where there has been no significant change to work practice in recent times).

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0091A: Merchandise products

Competency Descriptor:

This unit involves the arrangement and presentation of merchandise within the store. It includes the setting up and maintenance of displays and labelling or pricing stock.

Competency Field:

Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Place and Arrange Merchandise	1.1	Merchandise unpacked in accordance with enterprise procedure.
		1.2	Merchandise placed on floor, fixtures and shelves in determined locations.
		1.3	Merchandise displayed to achieve a balanced fully stocked appearance and promote sales.
		1.4	Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure.
		1.5	Stock range placed to conform to fixtures, ticketing, prices or bar codes.
		1.6	Stock rotated according to stock requirements and store procedure.
		1.7	Stock presentation conforms to special handling techniques and other safety requirements.
2.	Prepare Display Labels/Tickets	2.1	Labels/tickets for window, wall or floor displays prepared according to store policy.
		2.2	Tickets prepared using electronic equipment or neatly by hand according to store procedures.
		2.3	Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken.
		2.4	Electronic ticketing equipment used and maintained according to design specifications.
		2.5	Ticketing equipment maintained and stored in a secure location.

- 3. Place, Arrange and Display Price Tickets and Labels.
 - 3.1 Tickets/labels are visible and correctly placed on merchandise.
 - 3.2 Labels/tickets replaced according to store policy.
 - 3.3 Correct pricing and information maintained on merchandise according to store procedures, industry codes and government requirements.
- 4. Maintain Displays
 - 4.1 Special promotion areas reset and dismantled.
 - 4.2 Supervisor assisted in selection of merchandise for display.
 - 4.3 Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
 - 4.4 Unsuitable or out of date displays identified, reset and/or removed as directed.
 - 4.5 Optimum stock levels identified and stock replenished according to store policy.
 - 4.6 Display areas maintained in a clean and tidy manner.
 - 4.7 Excess packaging removed from display areas.
- 5. Protect Merchandise
 - 5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and industry codes.

RANGE STATEMENT

The following variables may be present:

- Store policy and procedures in regard to merchandising of stock.
- Size, type and location of store.
- Size, type and location of display areas and fittings.
- Store merchandise range.
- Industry codes of practice
- Setting of new displays or maintaining existing displays.
- Tickets may be provided, produced electronically or manually.

Store ticketing and pricing policy may include:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards

Handling techniques may vary according to stock characteristics and industry codes of practice:

- levels of staffing, e.g. staff shortages
- varying levels of staff training
- routine or busy trading conditions
- full-time, part-time or casual staff

Merchandise may be characterised by:

- type
- size
- brand
- customer
- colour

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to merchandise products in accordance with the performance criteria and the range listed within the Range Statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displaying merchandise on floor, fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements
- preparing display labels and price tickets for merchandise with regard to store policies and procedures

Critical Aspects of Evidence (Cont'd)

- operating, maintaining and storing a range of ticketing equipment according to:
- store policy and procedures
- industry codes of practice
- manufacturers' instructions and design specifications
- arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures and legislative requirements
- maintaining display areas and replenishing stock as required in accordance with store procedures and legislative requirements
- performing correct manual handling, storage and display techniques according to:
- stock characteristics
- industry codes of practice

(2) Pre-requisite Relationship of Units

- BSSREO0062A Advise on products and services
- BSSCOR0051A Sell products and services

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- merchandising, ticketing and pricing of stock
- correct storage of stock
- principles of display
- store promotional themes, including advertising, catalogues and special offers
- location of display areas
- availability and use of display materials
- stock rotation stock replenishment
- merchandise range
- scheduling for building and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials
- use and maintenance of manual and electronic labelling/ticketing equipment
- completing tasks in a set time frame
- reading and interpreting store procedures and guidelines
- machine or manual preparation of labels/tickets
- reading and understanding manufacturer's instructions

Skills

The ability to:

- unpack merchandise
- place and display merchandise
- identify damaged, soiled or out of date stock
- rotate stock
- prepare labels/tickets for window, wall or floor displays
- use and maintain electronic ticketing equipment
- maintain displays
- protect merchandise
- maintain display areas

(4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments.

Resources may include:

- a real or simulated retail environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials

(5) Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies. In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT0171A: Operate a spreadsheet application (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to perform basic operations using a spreadsheet application and create a document. This unit applies to individuals operating in the information and communication industry.

Competency Field:

Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Create spreadsheet	1.1	Opening of documents and entering of numbers, text and symbols in the cells are done according to information requirements.
		1.2	Columns and rows are added, selected, copied, deleted or moved within the spreadsheet as desired.
		1.3	Apply simple mathematical functions.
2	Customise basic settings	2.1	Selected font type, size and colour are appropriate for the purpose of the document.
		2.2	Alignment and justification options and line spacing are applied according to spreadsheet formatting requirements.
		2.3	Appropriate modifications are made to column width and height to suit spreadsheet requirements.
		2.4	Cells are formatted to display different styles, values and information as required.
		2.5	Ability to view multiple workbooks/spreadsheets at any one time is demonstrated.
3	Format spreadsheet	3.1	Italics, bold, underline and hyphenation are correctly used as required.
		3.2	Information is aligned in selected cells as required.
		3.3	Document is closed and saved to disk using the correct procedures.
4	Print spreadsheets	4.1	Ability to preview spreadsheet in print preview mode is demonstrated.

- 4.2 Correct basic print options are selected.
- 4.3 Spreadsheet or part of spreadsheet is printed from installed printer using the correct procedures.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating spreadsheet applications computer and applies to individuals in the information and communication industry.

Hardware may include but not limited to:

- personal computer
- networked system
- printer

Software may include but not limited to:

- Microsoft Excel
- Lotus 123

Disk may include but not limited to:

- diskette
- zip disks
- compact disks

Operating Systems:

- Command line
- Graphical User Interface

Mathematical functions may include:

- add
- subtract
- multiply
- divide

Formatting may include:

- margins
- indentations
- page layout
- orientation

Modifications may include changes to:

- colour
- shade
- size
- shape

Data may include:

- numeral
- text
- images
- objects

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- creating spread sheets
- insertion of correct data
- use appropriate formulae
- formatting and modifications done to specifications
- apply correct printing procedures
- correct interpretation of job specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are :

- ITICOR0231A Operate a personal computer

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- types of software
- basic mathematics
- formatting functions of software
- creating and saving files

Skills

The ability to:

- create spreadsheets
- format and modify worksheets
- apply simple mathematical functions
- apply printing procedures

(4) Resource Implications

The following resources should be provided:

- actual workplace or simulated environment
- personal computer/network
- printer

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0131A: Perform stock control procedures

Competency Descriptor:

This unit involves the handling of stock. It includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

Competency Field:

Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive and Process Incoming Goods	1.1	Cleanliness and orderliness in receiving bay maintained according to store policy.
		1.2	Goods unpacked using correct techniques and equipment in line with store policy.
		1.3	Packing materials removed and disposed of promptly according to store policy.
		1.4	Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.
		1.5	Items are received, inspected and recorded according to store policy.
		1.6	Stock levels accurately recorded on store stock systems, according to store policy.
		1.7	Secure storage of goods arranged according to store policy and government legislation.
		1.8	Stock dispatched to appropriate area/department.
		1.9	Stock price and code labels applied when required according to store policy.
2.	Rotate Stock	2.1	Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.
		2.2	Excess stock placed in storage or disposed of in accordance with store policy.
		2.3	Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and government legislation.

- 3. Participate in Stock take
 - 3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.
 - 3.2 Stock records documentation completed according to store stock control system.
 - 3.3 Discrepancies in stock recorded and reported.
 - 3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications.
- 4. Reorder Stock
 - 4.1 Minimum stock levels identified according to store policy.
 - 4.2 Stock requisition forms or electronic orders completed accurately.
 - 4.3 Undelivered stock orders identified on stock system and followed up without undue delay.
- 5. Dispatch Goods
 - 5.1 Goods to be returned to supplier identified and labeled with date, supplier and reason for return or referred to management if required.
 - 5.2 Credit request documentation completed according to store procedure.
 - 5.3 Goods stored securely while awaiting dispatch.
 - 5.4 Delivery documentation completed according to store procedures.
 - 5.5 Special delivery instructions noted.
 - 5.6 Items packed safely and securely to avoid damage in transit.

RANGE STATEMENT

The following variables may be present:

- Store policies and procedures in regard to stock control and dispatch.
- Size type and location of store.
- Manual or electronic stock recording.
- Stocktakes may be cyclical or compliance driven.
- Type of equipment.
- Store merchandise range.
- Seasonal and supplier availability.
- Merchandise may need to conform to established quality guidelines.
- Items received inspected for damage, quality, use-by dates, breakage or discrepancies.
- Store stock control may include checking incoming or existing stock and special orders.
- Stock may be moved manually or mechanically.
- Delivery procedures.
- Levels of staffing, e.g. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Handling techniques may vary according to stock characteristics and industry codes of practice.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform stock control procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- consistently applying store policies and procedures in regard to stock control
- consistently applying safe work practices in the manual handling and moving of stock
- interpreting and applying manufacturers' instructions with regard to handling stock and using relevant equipment
- receiving and processing incoming goods and dispatching outgoing goods according to store policies and procedures
- rotating stock and reordering stock/maintaining stock levels according to store policies and procedures
- assisting with stocktaking and cyclical counts according to store policies and procedures
- interpreting and processing information accurately and responsibly.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- stock control
- store labelling policy
- product quality standards
- correct unpacking of goods
- out of date, missing or damaged stock
- equipment used
- stock location
- waste disposal
- methods of storage
- delivery documentation
- stock record documentation
- dispatch documentation
- following set routines and procedures
- use of electronic labelling/ticketing equipment.

Skills

The ability to:

- maintain cleanliness and orderliness in receiving bay
- unpack goods
- remove and dispose of packing materials
- check and validate incoming stock
- receive, inspect and record items
- record stock levels on store stock systems
- arrange secure storage of goods
- dispatch stock
- apply stock price and code labels
- carry out stock rotation procedures
- maintain safe lifting and carrying techniques
- assisted with stocktaking and cyclical counts
- complete stock records documentation
- operate and maintain electronic recording equipment
- identify minimum stock levels
- complete stock requisition forms or electronic orders
- identify undelivered stock orders on stock system
- complete credit request documentation
- complete delivery documentation

(4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- access to relevant equipment:
- stock moving equipment
- manual and electronic labelling/ticketing equipment
- computers/stock recording equipment.
- relevant documentation, such as:
- invoices/packing slips/dispatch documents/order forms
- recording/tally sheets
- store policy and procedure manuals.

(5) Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

FNBFIN0701A: Prepare and bank financial receipts

Competency Descriptor:

This unit describes the functions involved in preparing and banking financial receipts.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

1.	Batch monetary items	1.1	Items are batched completely and accurately.
		1.2	Batch items are matched to initial receipt records.
2.	Prepare deposit facility	2.1	Deposit facility selected is appropriate to the banking method used.
		2.2	Batch is balanced with deposit without error.
3.	Prepare lodgement flows	3.1	Security and safety precautions are taken appropriate to the method of banking in accordance with company policy.
		3.2	Proof of lodgement is obtained and filed in accordance with company procedures.

RANGE STATEMENT

Competent performance of the performance criteria must be demonstration in the context of this unit allowing for the differences between enterprises and work places. In addition, the following variables maybe present for this unit.

Security measures may include:

- banking of all negotiable instruments on day received
- all batches posted on day of receipt
- cash management processes

Batches:

- batches are grouped
- receipts treated as a separate entity

Deposit facilities may include:

- bank deposit slip
- direct debit transaction report

Proof of lodgement may include:

- bank stamped deposit facility
- verified transaction listing

Banking methods may include:

- personal
- through third party security company
- pick-up

Industry and legislative requirements may cover:

- Accounting Standards
- Financial Services Act
- Consumer Credit legislation – Fair Trading Act
- Privacy Act
- Taxation Act
- Industry Code of Practice
- Securities & Companies Act
- Stamp Duties Act

Systems to include:

- computer-based

Monetary items to include:

- cash various denomination/currency
- cheques
- coins

'Policy' means a policy statement.

'Procedures' means operating procedure

Company policy and procedures may include:

- operations manuals
- internal control guidelines
- computer system documentation

EVIDENCE GUIDE

This unit requires a variety of contexts of assessment over a period of time sufficient to establish that competency has been demonstrated.

(1) Critical Aspects of Evidence

- cash management process
- use banking methods
- use of electronic systems
- apply security measures
- use deposit facilities
- interpret policy and legislations

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- company policy and procedures
- knowledge or awareness of relevant Acts and regulations
- legal systems and procedures
- industry codes of practice
- computer systems
- procedure on writing financial documents

Skills

The ability to:

- use computerised spreadsheet and database
- conduct data analysis and interpretation
- evaluate and analyse
- negotiate and interact
- use deposit facilities
- prepare and batch receipts

(4) Resource Implications

Resources to include relevant documentation and other physical resources normally used in the workplace. This should include:

- procedures and policy document
- deposit slips
- lodgement bags
- recording books

(5) Method of Assessment

Competency should be assessed under direct supervision, checking at various stages of the process and at the completion of the activity against the performance criteria.

(6) Context of Assessment

Assessment of performance requirements in this unit should be undertaken within the Financial Services Industry context and should cover aspects of personal/financial responsibility and accountability.

Competency is demonstrated by performance of all stated criteria, including the Range Statement applicable to the workplace environment. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0212A: Process mail

Competency Descriptor:

The unit covers receiving and distributing incoming mail, collecting and despatching outgoing mail, and organising and sending electronic mail. It also covers collating and despatching bulk mail.

Competency Field: Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive and distribute incoming mail	1.1	Incoming mail is checked and recorded in accordance with organisational policies and procedures.
		1.2	Original documents are processed according to the firm's procedures.
		1.3	Titles and locations of company personnel and departments are identified.
		1.4	Urgent and confidential mail is identified and distributed promptly in accordance with organisational requirements.
		1.5	Mail is sorted and despatched to the nominated person/location in accordance with organisational requirements.
		1.6	Damaged, suspicious or missing items are recorded and/or reported promptly.
2.	Receive and despatch outgoing mail	2.1	Outgoing mail is collected, checked and sorted to ensure all items are correctly prepared for despatch.
		2.2	The most appropriate method of delivery is determined and appropriate envelopes are selected and addressed correctly.
		2.3	Outgoing mail is recorded in register and processed for despatch in accordance with organisational requirements.
		2.4	Mail is despatched using the most appropriate delivery method to meet designated timelines.
3.	Collate and despatch documents for bulk mailing	3.1	Quantities/resources/time to complete bulk mailing of documents are estimated correctly.
		3.2	Documents are collated as required
		3.3	Envelopes are sorted and batched in accordance with specifications.

- | | | | |
|----|---|---|---|
| | 3.4 | Where appropriate, courier service bulk mail satchels are employed. | |
| | 3.5 | Numerical information is self-checked. | |
| | 3.6 | Relevant carrier lodges batched items in time for delivery. | |
| 4. | Organise urgent and same day deliveries | 4.1 | Items for urgent delivery are weighed, packaged and addressed in accordance with organisational requirements and the carrier's specifications. |
| | | 4.2 | Delivery options are evaluated and the best option for delivery is selected. |
| | | 4.3 | Lodgement or pick up of emergency deliveries is organised and followed-up where necessary. |
| 5. | Organise and send electronic mail | 5.1 | Distribution lists are prepared/maintained in accordance with organisational requirements . |
| | | 5.2 | Mail message/s are checked for accuracy, attachments are identified and prepared in accordance with organisational and service provider requirements. |
| | | 5.3 | Outgoing mail is recorded/stored in accordance with organisational requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Sorting mail may include:

- separating urgent mail to be distributed first
- sorting by departments
- sorting by location
- sorting by seniority of personnel
- separating internal (organisational) mail and external mail
- separating by order of importance for each individual
- separating junk mail

Delivery of urgent and confidential mail may include:

- separating and prioritising urgent mail immediate, hand delivery, express post, and registered mail
- urgent and same day deliveries

Processing mail for despatch may include:

- weighing calculating and paying for postage
- registering mail
- preparing packages for mailing
- using franking machine
- preparing packages & mail for freight express or private carriers

Nominated person/location may include:

- department
- individual addressee
- administrative support person
- sorting invoices, cheques and accounts
- adding a circulation slip

Damaged, suspicious or missing items may include:

- mail exposed to the weather (water damage from rain)
- mail roughly handled (broken contents, torn address labels)
- pilfered mail (contents may be missing, parcels slit open)
- mail that looks unusual
- mail that makes noises
- mail with a strange smell
- mail that looks like it has been tampered with (re-sealed mail)

Action in relation to damaged, missing or suspicious items may include:

- contacting the sender to ensure everything sent was received
- negotiating the replacement of missing or damaged items with the sender
- filling out forms for the sender's insurance company
- not touching or moving suspicious mail
- calling the supervisor or security staff immediately

The firm's policies and procedures may include:

- security procedures
- mail register
- confidential mail procedures
- delivery/despatch of urgent mail

Mail records may include:

- electronic systems (specialist software, database, spreadsheet)
- paper based (mail book, form, file)

Correctly preparing mail items for despatch may include:

- checking that the address details and layout are correct
- checking that the letter and envelope are addressed to the same person
- checking that the letter has been signed
- checking enclosures
- checking that the address is not obscured
- checking that the return address is included
- determining the most appropriate carrier
- ensuring that the correct requirements for the chosen carrier are being followed
- preparing bulk mail outs
- ensuring that post office preferred requirements are met

Records of outgoing mail may include:

- date of despatch
- sender
- sender's department
- addressee/organisation
- method of despatch (courier regular mail, express post)
- reference number
- receipts attached where appropriate
- contents

Checking electronic or paper based mail for accuracy may include:

- spelling
- grammar
- punctuation
- intended meaning
- addressee

Records of outgoing mail may include:

- date of despatch
- sender
- sender's department
- addressee/organisation
- method of despatch (courier regular mail, express post)
- reference number
- receipts attached where appropriate
- contents

Preparing paper based attachment/enclosures may include:

- checking that documents are in correct sequence
- checking that the address details and layout are correct
- checking that the letter and envelope are addressed to the same person
- checking that the letter has been signed
- checking enclosures

Preparing attachments for electronic mail may include:

- checking that the file size will negotiate the Internet Service Provider gateway
- separating large documents into a number of files
- compressing files
- preparing self-executable files

Delivery options may include:

- express mail
- overnight bag
- courier

Best option may be determined by:

- cost
- time constraints
- delivery location
- nature of contents (e.g. bulky, fragile, confidential)
- quantity of delivery items
- document collation requirement
- bulk mail batching requirements

Distribution lists may include:

- electronic address books
- database or spreadsheet records
- word processing tables or data files paper based
- Maintenance of distribution lists may include:
 - deleting records
 - adding new records
 - updating records or deleting returned mail addressees

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement .

(1) Critical Aspects of Evidence

- demonstration of all elements of competency and their performance criteria
- knowledge of the organisation's policies and procedures relating to mail and electronic mail
- justification for choice of carrier for urgent and same day deliveries
- knowledge of carriers' requirements (e.g. postal and courier)

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisational structure
- titles, roles and locations of the organisation's personnel
- range of mail services available
- procedural requirements for receiving/despaching and prioritising correspondence
- organisational policies and procedures that are specific to handling electronic mail

Skills

The ability to:

- keep records, check accuracy of written material and follow policies and procedures
- check for weights and addresses; sort, collate and estimate time for mail despatches and bulk mail outs
- receive instructions of several steps to complete task, give information to others and consult with or question supervisor and peers to clarify information
- use electronic mail
- solve problems e.g. choose appropriate delivery method for urgent documents
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:

- appropriate legislation and regulations relevant to assisting clients, conducting searches and using trust account money
- workplace manuals and reference materials such as company policy, procedural manuals and checklists
- sample search forms from a variety of agencies
- appropriate technology such as computers with relevant software and connections

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ -J Level. Refer to the Critical Employability Skills at the end of this unit .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NC TVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
Carries out established processes Makes judgement of quality using given criteria	Manages process Selects the criteria for the evaluation process	Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0612A: Perform Cashiering

Competency Descriptor:

This unit deals with the recording, planning, monitoring and reporting on the financial activities in the exchanging of goods and services for monetary reward in an enterprise/organization.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain cash summary	1.1	Payments are accurately balanced and verified against receipts issued.
		1.2	Relevant information is accurately recorded in the appropriate format.
		1.3	All entries are legible and clear.
		1.4	Entries are made promptly.
2.	Exercise care in receipt of cash transaction and security	2.1	Cash summary is correctly totalled and balanced at the end of each period.
		2.2	Cash summary and supporting documents are carefully filed in accordance with company policy.
		2.3	Security measures for cash handling and confidentiality procedures are implemented.
		2.4	The amount of cash counted is compared to that listed as received.
3.	Reconcile daily cash transactions	3.1	Cashier report concurs with total cash submitted.
		3.2	Discrepancies are identified and appropriately resolved or referred to the relevant person.
4.	Balance cash and prepare bank lodgement	4.1	Cash is counted and organised into sets of similar notes and coins.
		4.2	The number in each category is accurately recorded.
		4.3	Cash and cash equivalent instruments are accurately accounted for.
		4.4	Banking is done on a daily basis or in accordance with company policy.
		4.5	All relevant details are accurately recorded on lodgement slip.

- | | | | |
|----|-------------------|-----|--|
| 5. | Handle petty cash | 5.1 | Petty cash float is requested and maintained within the limits specified by the in-house policy. |
| | | 5.2 | Petty cash expenditures are properly authorised and signature is obtained when issuing cash. |
| | | 5.3 | Petty cash records are maintained according to standard accounting practice and within established company procedures. |
| | | 5.4 | Records are accurate, neatly kept and up-to-date |
| | | 5.5 | Petty cash statements are accurately prepared for reimbursement, accompanied by supporting documents |
| | | 5.6 | Petty cash is requested in a timely manner so that the fund is never completely depleted. |

RANGE STATEMENT

Competent performance of the criteria must be demonstrated in the following areas:

Work activities include:

- balance and verify payments against receipts issued
- record information in the appropriate format
- total and balance cash summary
- implement security and confidentiality procedures
- applying accounting techniques
- maintain petty cash float
- prepare petty cash statements
- prepare vouchers and receipts

Records include:

- cashbook
- ledgers, cashier reports
- receipts
- paying-in slips
- invoices
- account references

Relevant information:

- Include details of relevant source documents (receipts, cheques, credit card payment slips, cash summaries).

Payments include but are not limited to:

- cash
- cheque
- credit cards
- debit cards
- postal order
- local currency
- foreign currencies

Petty Cash includes:

- departmental petty cash
- company petty cash
- employer's personal petty cash

Petty cash statement:

- columnar statement showing allocation of expenditure between different categories

EVIDENCE GUIDE

The evidence guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace
- indicate compliance with organizational policies and procedures
- demonstration of follow-through in relation to performance management issues to bring about a satisfactory conclusion
- follow a clear direction stipulated under the provision of accounting services with a structured quality assurance system
- interactively communicate with others to ensure safe and effective work procedures
- apply organizational quality procedures and processes within the context of performing cashier functions

(2) Pre-requisite Relationship of Units

- BSBFIN0721A Prepare routine financial documents
- BSBCOR0171A Deliver quality customer service

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operations, especially in regard to Occupational health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organization's policy and procedures for customer service including handling customer complaints
- operation of computerized cash register and relevant Bar Code procedure

Skills

The ability to:

- to access and use workplace information
- select and use technology skills at the appropriate level
- interpret skills to relate to people from a range of social, cultural ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace in the administration of duties.

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with observation and may include some autonomy when working as part of a team.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or maybe at the completion of each process.

(6) Context of Assessment

Competency is to be demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Competency Standards for the particular NVQ-J level. Refer to the Critical Employability levels at the end of this unit.

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field:

Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Concepts associated with entrepreneurship are clearly defined. 1.2 Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained. 1.3 The importance of entrepreneurship to economic development and employment is explained clearly. 1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. 1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified. 2.2 Entrepreneurial characteristics identified are assessed and ranked. 2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated. 2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.
3. Develop self-assessment profile	3.1 Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. 3.2 The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.

- 3.3 Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
- 4. Craft an entrepreneurial strategy
 - 4.1 A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
 - 4.2 Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
 - 4.3 Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
 - 4.4 Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
 - 4.5 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
 - 4.6 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
 - 4.7 Potential problems, obstacles and risks in meeting goals are identified.
 - 4.8 Specified action steps that are to be performed in order to accomplish goals are identified.
 - 4.9 The method by which results will be measured is indicated.
 - 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
 - 4.11 Sources of help to obtain resources are identified.
 - 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
 - and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0632A: Maintain and issue stock items

Competency Descriptor:

This unit covers keeping stock items such as stationery, other consumables and small items of equipment, and issuing them on request. It includes ordering and checking stock from external or internal sources and does not include negotiating terms of supply.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Maintain stock levels	1.1 Stocks are always maintained to the levels required or established. 1.2 Stocks are handled safely and stored securely according to organisation procedures. 1.3 Stock conditions are maintained in keeping with manufacturer's requirements and organisation's policy.
2. Carry out stock takes	2.1 Stock takes are conducted as instructed. 2.2 Problems identified are reported promptly to relevant persons. 2.3 Records are accurately and correctly documented.
3. Make and follow-up orders	3.1 Stocks are ordered from sources (suppliers) and all necessary documentation correctly completed. 3.2 Appropriate authorization for order is obtained. 3.3 Orders are confirmed up with supplier and agreed delivery time is met.
4. Check and record deliveries	4.1 Incoming deliveries are checked against orders and problems identified are reported promptly to relevant person. 4.2 Accurate records are kept of actual stocks received.
5. Issue stock items on request	5.1 Stock items are issued to relevant person following organisation procedures. 5.2 Accurate, legible and updated records are kept of stocks issued. 5.3 Unwanted or obsolescent stocks are disposed of safely and in accordance with organisation's procedures and legal requirements.

- 5.4 Opportunity is taken to identify and recommend ways to improve the receiving and issuing of stock
6. Maintain stock records
- 6.1 Accurate, legible and updated records of stock delivered, received and held are maintained to established policy procedures.
- 6.2 Incorrect records are adjusted according to established procedures and authorization level.

RANGE STATEMENT

Competent performance of the criteria must be demonstrated in the context of this unit allowing for the differences between enterprise and workplaces. In addition the following variables may be present for this unit.

Use of supply sources:

- internal supply sources
- external supply sources
- identification of suppliers
- approved suppliers used by the organisation

Handling problems:

- types of problems linked with deliveries
- types of problems linked with issuing of stock
- procedures to handle, correct or report problems

Demand levels:

- current level of demand for stock
- factors affecting future levels of demand
- stock level maintained
- reorder level and reorder quantity

Record keeping methods:

- methods of maintaining and updating records
- period of stock takes
- importance of accurate and legible records

Storage and disposal:

- methods of storage
- security and safety procedures
- handling procedures
- disposal procedures and policy
- correct methods of disposal of stock items

Legal requirement:

- environment regulations for disposal
- safety requirements for disposal and retention

Issuing of stock to include:

- process for issuing individual team(s) or department
- external person (to department)
- receipts required for items issued (where applicable)
- source of origin of the principal documents identified

Procedures for ordering stock:

- from internal supplier(s)
- from external suppliers(s)
- identification of any differences in ordering procedures for external and internal supplier(s)

Completing documentation to include:

- purchase requisition
- delivery invoice
- stock cards
- inventory records

Purchase of stock/goods:

- processes for purchase from suppliers
- principal documents used in the transaction

EVIDENCE GUIDE

The evidence guide identified the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the range statement.

(1) Critical Aspects of Evidence

(2) Pre-requisite Relationship of Units

- BSSREO0131A Perform stock control procedure

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- reorder levels
- requirements for ordering, storing, taking delivery, issuing and disposing of stocks
- problems associated with deliveries and stock items
- how to handle and correct problems
- methods of maintaining up-to-date, accurate and legible records
- types of documents used and their importance
- differentiating between trade and cash discounts
- stock control procedures
- stock control cards
- storage facility for stationery
- meaning of terms:
- First-in-First-Out
- Last-in-Last Out (LIFO)

Skills

The ability to:

- order and check stock from external and internal suppliers
- maintain stock records
- maintain stock level established
- calculate reorder levels/or quantity
- identify and handle problems
- carry out stock takes
- dispose of unwanted stock
- complete requisition and stock control cards
- use computer-based stock control software where applicable
- calculate trade and cash discounts
- issue stock/stationery on request

(4) Resource Implications

Resources may include:

- relevant procedures for handling of stocks
- relevant documentation used including requisition forms, stock cards, purchase order forms, receptionist books, order forms,
- stock control software (where applicable or appropriate)
- stationery cabinets
- procedures for stocktaking and reporting
- available stock items (where applicable)

(5) Method of Assessment

Competency should be assessed under general guidance checking at various stages of the process and at the completion of the activity against the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with workplace practice and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCCO0252B: Respond to inbound customer contact

Competency Descriptor:

This unit applies to customer contact operational staff who take inquiries and who arrange the supply of a product or service.

Competency Field: Call Contact

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Prepare for customer contact	1.1	Product or service details are obtained and studied.
		1.2	Prepared scripts or call guides is studied.
		1.3	Details are clarified with relevant manager.
2	Process customers enquiries	2.1	Customer is greeted using enterprise protocol.
		2.2	Customer needs are established.
		2.3	Customer needs are addressed promptly and efficiently.
		2.4	Stressful situations are appropriately handled.
3	Arrange provision for a product or service	3.1	Details of customers' requirements are obtained.
		3.2	Appropriate product or service is selected in consultation with customer.
		3.3	Details are recorded in enterprise systems.
		3.4	Supply arrangements with customer are discussed, agreed and recorded where appropriate.
		3.5	Listening and observation skills are effectively employed.
		3.6	Expressed objections are keenly listened to and noted where appropriate.
		3.7	Requisite information for satisfying the customer's objection is correctly identified.

	3.8	Payment options are discussed and agreed with customer (if required).
	3.9	A credit check is conducted (if required).
4	Manage customer contact	4.1 Customer contact records are collated and presented in accordance with enterprise policy.
	4.2	Any difficulties not escalated are recorded and reported.
	4.3	Enquiries or orders that cannot be satisfied immediately are escalated.
	4.4	Follow-up information is supplied to customer (if role permits).
	4.5	Legislation, codes, regulations and standards are observed throughout the transaction.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Products and services include but not limited to:

- goods, information or enterprise activities supplied to the customer for payment or as part of a service agreement or contract

Call guide or script may be:

- prepared either by the enterprise or external organisations consulting to the enterprise

Records include but not limited to:

- paper
- prepared form
- electronic computer

Payment options include but not limited to:

- credit card
- cheque/cheque card
- money order
- cash
- payment on delivery
- direct debit

Credit checks may be:

- automated or undertaken by sales person, or by specialist staff within the enterprise

Escalation may include:

- passing a problematic inquiry or customer service operation to an appropriately skilled staff member for further processing

Supply arrangements may be:

- method of delivery
- delivery address
- time of delivery
- arrangements for when householder is not in attendance
- payment on delivery details

Relevant legislation regulations and standards may include:

- trade practices act
- consumer credit code
- privacy act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively respond to inbound customer contact in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- satisfactory processing of a customer inquiry
- matching of product/service to customer requirements
- agreement with customer on product or service supply arrangements
- accurate recording of product or service supply arrangements
- accurate application of prepared call guide
- successful handling or appropriate escalation of difficulties

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- calling principles
- voice technique
- teamwork
- enterprise policies, procedures and guidelines
- operational environment (customer base, company products and services)

Skills

The ability to:

- deliver excellent customer service
- listen attentively
- relates well with people

(4) Resource Implications

The following resources should be made available:

- an operational customer contact centre or a simulated contact centre with similar features
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision of application to task and questions related to underpinning knowledge. Competency can be assessed concurrently.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCFIN0012A: Process customer accounts

Competency Descriptor:

This unit describes those functions associated with access to and provision of a range of customer account services.

Competency Field:

Finance

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify customer account needs	1.1	Requests for information on the range, options and features of account services available are responded to, or referred if necessary to other authorised personnel.
		1.2	Customers are assisted when deciding on suitable products by: outlining features of each product; matching features to customer needs; providing calculations / figures on options; providing information on conditions of each product.
		1.3	Customers are assisted when completing relevant documentation for selected services / products.
2.	Open/close/transfer customer account	2.1	Enquiries in relation to services are responded to by providing relevant information.
		2.2	Potential account holders are interviewed to gather information required for opening / transferring account.
		2.3	Information provided is assessed for accuracy and verified according to procedures.
		2.4	Documentation that has been completed is verified for accuracy and deposits accepted ensuring that receipts and certificates are issued.
		2.5	New applications are processed in accordance with organisation's policies and procedures to ensure: accuracy, speed of application.
		2.6	Interests of customer are considered when providing information on best and cheapest way to use account.

- 3. Process manual transactions
 - 3.1 Customer transactions are processed in an accurate and timely manner.
 - 3.2 Accurate customer account details are maintained and verified using correct procedures.
 - 3.3 Customer complaints and disputes are resolved or referred to other authorised personnel.
 - 3.4 Customer accounts are rectified where necessary.
 - 3.5 Accurate reconciliation of subsidiary ledgers to general ledger accounts is performed in accordance with established policies and procedures.
- 4. Process customer chequing
 - 4.1 Customer chequing data is processed daily according to organisation's policies and procedures.
 - 4.2 Customer chequing database is maintained in accordance with organisation's policies and procedures.
 - 4.3 Daily statement entries are actioned and followed up.
 - 4.4 Dishonour fees and excess fees are charged as authorised.
 - 4.5 Reconciliations are completed in accordance with organisation's policies and procedures.
 - 4.6 Dates/signature details are checked and processed accordingly.
- 5. Process electronic transactions
 - 5.1 Electronic transactions are processed according to the organisation's policies and procedures.
 - 5.2 Periodical payments are processed according to the organisation's policies and procedures.
 - 5.3 Transaction error records are completed according to the organisation's policies and procedures.
 - 5.4 Customers are informed of delays in computer / transaction operations.
 - 5.5 Information is accurately entered into workstation equipment.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Account services may include but not limited to:

- savings
- retirement
- superannuation
- investment services

Relevant information on requirements for establishing/closing/transferring an account may include but not limited to:

- type / variety of other accounts available
- reasons for transfer / close of accounts
- responding to complaints and / or referring to other authorised personnel

Interests of customer includes:

- knowledge of the changing circumstances of the customer and how these contexts influence customer's needs in relation to financial, retirement, investment and other services. This knowledge is gained through customer rapport, appreciation of external factors influencing customer and market knowledge

Authorised personnel may include but not limited to:

- employees
- supervisors/managers
- dispute resolution officer

Organisation's policies and procedures may be in regard to but not limited to:

- administrative and clerical systems
- product/account and service range
- size, type and location of branch
- range of responsibility
- types of equipment used

Transaction processing may be both manual and/or electronic and may include but not limited to:

- initiation of transaction by opening terminal
- clearance of terminal and tender transferred according to procedure
- completion of records for transaction errors according to policy
- accurate processing of transactions into workstation equipment according to policy
- accurate completion of customer application forms and transaction receipts

Customer accounts details may include but not limited to:

- investment, retirement savings
- transfers from other accounts
- visas and other plastic cards
- insurance
- electronic bill payment
- EFT disputes
- periodical payments
- electronic payments
- payroll, member chequeing, direct debit
- fees charged

Electronic (non-cash) transactions may include but not limited to:

- cheques
- credit cards

Relevant legislation may include but not limited to:

- consumer credit code
- privacy act
- secrecy laws
- codes of practice
- competition
- code of conduct
- financial transaction reports act
- cheques and payment orders act

EVIDENCE GUIDE

The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

(1) Critical Aspects of Evidence

- thorough checking of customer account details
- basic knowledge of relevant legislation
- sound communication skills in dealing with customers
- sound understanding of customer complaint / dispute resolution policies and procedures
- understanding and implementation of customer account processing in accordance with industry codes of practice and company policy
- ability to use relevant data entry and office equipment
- sound knowledge of range of products/fees

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- knowledge of policies and procedures in regard to customer account service and techniques
- knowledge of relevant legislation and statutory requirements
- knowledge of industry codes of practice including: consumer credit code, privacy act, credit act
- knowledge of questioning/listening techniques
- security checking procedures
- the finance industry
- business communication
- accounting principles
- business law
- customer service
- customer relations
- products available
- features of each account e.g. savings, cheque
- loan, credit card
- requirements for application
- appropriate documentation
- security equipment
- terminals
- numerical displays boards calculators

Skills

The ability to:

- demonstrate keyboard skills
- demonstrate literacy skills in regard to written documentation
- demonstrate time management skills
- demonstrate communication skills and numeracy skills in regard to calculating cash and non cash transaction totals
- use customer account software
- demonstrate assessment skills

(4) Resource Implications

- availability of qualified assessors
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment maybe by intermittent checking at the various stages of the job application in accordance with the performance criteria or maybe at the completion of each process.

(6) Context of Assessment

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment. Competency is demonstrated by performance of all stated criteria according to the Range Statement applicable to the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCCO0142B: Manage customer relationships

Competency Descriptor:

This unit applies to the contribution that individual operators can make to the management of established relationships with the customer.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Contribute to the meeting of customer needs	1.1	The dimensioning of customer needs is contributed to.
		1.2	Enterprise policy is applied when providing customer service.
		1.3	Enterprise priorities are applied in customer dealings.
		1.4	Problems encountered in meeting customer needs are discussed with team members.
		1.5	Customer enquiries are referred or escalated where needs cannot be satisfied.
		1.6	Inconsistencies between enterprise policy and customer needs are identified.
		1.7	Recommendations for improvement of service to customers are made.
2	Obtain feedback from customers	2.1	Feedback from customers is sought and encouraged.
		2.2	Customer satisfaction surveys are conducted.
		2.3	Customer feedback data is systematically gathered and collated.
		2.4	Customer feedback is reported to appropriate staff.

3	Use customer feedback to enhance customer relationships	3.1	Customer satisfaction data is measured against previous results.
		3.2	Customer feedback data is analysed against enterprise performance data.
		3.3	Recommendations are provided for improvement of customer relationships.
		3.4	Measures to improve customer relationships are implemented.

RANGE STATEMENT

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Dimensioning include:

- identifying the total range of products and services including support services that customers require or may require in the future

Enterprise policy may include but not limited:

- specific communication channels
- service guarantees
- pricing policies
- contingency plans
- limits on products or services supplied
- methods for achieving customer satisfaction

Enterprise priorities include but not limited:

- programs of preferential treatment for particular customers
- sales emphasis on particular products or services

Team members include but not limited:

- the whole centre
- any group/sub-unit within the centre

Referral or escalation:

- dealing with customer demands are unique to the enterprise and usually revolve around a hierarchy of help procedures ranging from management to specified help desks

Feedback include but not limited:

- satisfactory and unsatisfactory outcomes in provision of customer service

Customer satisfaction surveys include but not limited to:

- conducted by customer contact operators on an organised basis or as part of their everyday role
- more formal surveys undertaken by the enterprise using both internal staff or specialised research groups

Relevant legislation, codes, regulations and standards include but not limited to:

- privacy act
- EEO and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- industrial awards and agreements
- freedom of information
- environment

EVIDENCE GUIDE

Competencies should be demonstrated by the ability manage customer relationships in accordance with the performance criteria and the range listed within the range of variables statements

(1) Critical Aspects of Evidence

Assessment candidates should produce evidence of the following:

- understanding of enterprise mission, goals and plans
- knowledge of enterprise products, standards, policies and practices
- identification, dimensioning and satisfaction of customer needs
- application of enterprise policies in satisfying customer needs
- clear and concise communication of needs expressed by customers
- measurement of customer needs and satisfaction
- obtaining feedback from customers
- recognition and understanding of customer problems and resolution or timely referral of problem in a manner satisfactory to the customer
- projection of a professional image in representing the company

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- basic marketing principles
- data collection and survey techniques
- customer service
- enterprise protocols associated with customer service
- enterprise policies, procedures and guidelines
- enterprise culture and values

Skills

The ability to:

- manipulate computer keyboard
- articulate enterprise products and services
- carry out questioning and active listening skills to clarify information
- apply customer service skills to satisfy customer requirements
- offer effective rebuttals

(4) Resource Implications

- an operational customer contact centre using or a simulated contact centre with similar features.
- customer contact technologies
- information technology

(5) Method of Assessment

Competency should be assessed while work is undertaken and include observation of real or simulated processes and procedures and questions related to underpinning knowledge.

(6) Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0332A**Perform retail finance duties**

Competency Descriptor:

This unit deals with the skills and knowledge required to carryout routine financial related activities such as processing/preparing petty cash, banking documents, non-cash transactions, and invoices for creditors/debtors.

Competency Field:

Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Process Petty Cash Transactions	1.1	Petty cash claims checked for approval, accuracy and authenticity before processing.
		1.2	Transactions balanced and checked according to store policy and procedures.
		1.3	Irregularities noted and referred to nominated person for resolution.
		1.4	Petty cash transactions processed and recorded within designated time limits.
2.	Prepare Banking Documents	2.1	Cashbook entries balanced against record of takings.
		2.2	Deposit entries accurately compiled, and balanced.
		2.3	Cash, cheques and credit card vouchers listed on banking deposit forms in accordance with the banking institution's guidelines.
		2.4	In-store credit systems processed according to store policy.
3.	Process Non-Cash Transactions	3.1	Credit card transactions balanced and presented to nominated person for checking.
		3.2	Irregularities noted and referred to nominated person for resolution.
4.	Reconcile Invoices for Payment to Creditors	4.1	Discrepancies between invoices and delivery and delivery notes identified and reported to nominated person/section for resolution.
		4.2	Errors in invoice charges identified and reported to nominated person/section for correction/resolution.

- | | | |
|----|------------------------------|--|
| | 4.3 | Discrepancies and errors rectified, as directed. |
| | 4.4 | Corrected and authorized invoices processed for payment within designated time limits. |
| | 4.5 | Creditor enquiries resolved and/or referred to nominated person/section for resolution. |
| 5. | Prepare Invoices for Debtors | |
| | 5.1 | Preparatory calculations performed to produce accurate customer invoices. |
| | 5.2 | Relevant documentation completed to ensure accuracy of contents. |
| | 5.3 | Documents distributed to nominated person/section for certification prior to being dispatched. |
| | 5.4 | Verified documents dispatched within designated time limits. |
| | 5.5 | Documents copied and filed for auditing purposes. |

RANGE STATEMENT

The range of variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- Store policies and procedures in regard to store financial systems.
- Size, type and location of store.
- Level of responsibility.
- Resources required to complete tasks.
- Types of equipment/systems used.
- Financial recording systems may be manual or electronic

Business source documents used may include, but are not limited to, the following:

- purchase requisitions
- purchase orders
- invoices
- receipts
- delivery dockets/receipts
- credit notes
- statements
- remittance advices
- cash register rolls
- deposit books.
- Interbranch stock transfers

Non-cash transactions may include but are not limited to:

- credit cards
- customer credit ratings
- cheques
- hire purchase
- lay-by
- cash on delivery (C.O. D.)
- customer refunds.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

(1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures, in regard to petty cash and non cash transactions. invoicing, banking processes and processing delivery and document discrepancies
- consistently and responsibly applying skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with store policies and procedures.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- register/terminal balance
- cash and non-cash transactions security
- petty cash
- cash balances
- banking
- purchase requisitions/orders
- issuing of receipts
- delivery dockets
- credit notes

Knowledge

Knowledge of:

- statements
- remittance advices
- cash register rolls
- deposit books
- change required and denomination of change
- operation of equipment used at register/terminal
- processing delivery and delivery document discrepancies
- invoicing procedures for debtors and creditors
- tasks to set timelines.
- opening and closing point of sale terminal
- clearance of terminal and transference of tender
- maintenance of cash balances
- counting cash
- calculating non-cash documents
- customer credit ratings
- balancing point of sale terminal
- recording takings
- security of cash and non-cash transactions
- change required and denominations of change
- credit card processing
- processing of cheques
- gift vouchers/lay by
- cash on delivery (COD)
- lay-by
- credits and returns
- customer refunds

Skill

The ability to:

- process petty cash transactions
- balance cashbook entries
- compile and balance deposit entries
- prepare banking documents
- process non-cash transactions
- reconcile invoices for payment to creditors
- prepare invoices for debtors

(4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments.

Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
- store policy and procedure manuals
- financial transaction docket/slips/invoices
- recording/tally sheets
- cash register rolls
- cash on delivery (C.O.D.) vouchers
- cheques/traveller's cheques
- credit cards
- electronic payment equipment
- credit notes
- lay-by.
- registers and related equipment
- computer equipment
- a range of software applications

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate demonstrates competence. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role-plays, or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0212A: Apply store security systems and procedures

Competency Descriptor:

This unit involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with state or territory laws.

Competency Field:

Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain store security systems	1.1	Security equipment operated according to manufacturers instructions and store procedures.
		1.2	Security equipment regularly checked to ensure operational effectiveness and faults/regular servicing organized in line with store procedures/manufacturers specifications.
		1.3	Surveillance of specific store areas is applied in line with store procedures
		1.4	Security data entered accurately and updated as required by store policy and procedures
2.	Deal with potentially unsecured situations	2.1	Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions.
3.	Detect and apprehend thieves	3.1	Evidence associated with each theft offence is collected as required by the law of evidence under state legal proceedings
		3.2	Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures.
		3.3	Apprehension and or arrest of thieves are facilitated in line with store procedures and state or territory law.
		3.4	Store detection and apprehension procedures are applied in a manner that ensures safety of self, colleagues, customers, the general public and the offender.
4.	Apply post apprehension procedures	4.1	Reports prepared for police/security personnel according to legal requirements and store procedures.

4.2 Appropriate requirements/processes applied with regard to:

- obtaining brief particulars
- recovery of merchandise
- searching offenders
- rights of offenders
- questioning offenders, according to state law

RANGE STATEMENT

The Range of Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- store policies and procedures in regard to the apprehension of thieves
- size, type and location of store
- store merchandise and service range
- store standard procedures for the operation of security equipment
- the elements of theft as defined by state legislation, case law and/or common law
- authority to apprehend thieves as described in state legislation, case law or common law and as applied or permitted by store policies or procedures
- post apprehension or arrest procedures as described by state legislation

Security equipment used in stores may include but not limited to:

- alarms
- surveillance equipment such as cameras, closed circuit television
- dye tags
- security barcodes

Theft and other property offences may include but not limited to:

- customer and bag checking procedures
- criminal deception (false pretences)
- criminal (wilful) damage

EVIDENCE GUIDE

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit.

(1) Critical Aspects of Evidence

- consistently and accurately operating store security equipment
- consistently applying store procedures and relevant state legislation, case law or common law in relation to the detection and apprehension of offenders
- identifying and recording evidence in accordance with relevant state, case law or common law

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- dealing with theft and other property offences, including customer bag checking procedures
- dealing with other property offences, including criminal deception (false pretences), criminal (wilful) damage
- apprehension of offenders
- operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures.
- relevant law and industry codes of practice and their application in relation to store policies and procedures, in regard to the checking of customers' bags and purchases
- the elements of proof and defences to the offence as per the relevant state legislation, case law and common law
- relevant powers of arrest and post arrest procedures within the state and their application in relation to store policies and procedures
- the applicable Rules of Evidence of the state, court procedures and the giving of evidence in court
- definition of theft and larceny
- occupation health and safety legislation/guidelines

Skills

The ability to:

- apply literacy and numeracy skills in relation to interpreting legal documents, recording and reporting procedures
- apply surveillance techniques
- analyse theft statistics, annual cost of theft, thief profiles and categories

(4) Resource Implications

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment.

Resources may include:

- a retail environment

relevant documentation, such as:

- theft statistics
- thief profiles
- legislation and statutory requirements relating to theft and property offences
- store policy and procedure manuals

access to equipment such as:

- security systems
- communication equipment
- qualified workplace assessor

(5) Method of Assessment

Evidence should be gathered, attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

(6) Context of Assessment

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCCCO0262B: Process general enquiries and provide assistance to customers

Competency Descriptor:

This unit applies to handling of basic enquiries from customers related to billing and account matters and general inquiries related to provision and maintenance of an enterprise product and/or service. Support provided at this level would normally be in a "hotline" type environment where a special access number is allocated to a specific product/service. It involves follow up with the customer on satisfaction of support provided.

Competency Field: Telecommunication

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify and clarify customer needs/inquiry	1.1	Customer enquiry received and verified.
		1.2	Type of support/assistance/information required by the customer is determined.
		1.3	Customer records are accessed where required.
		1.4	Further information is sought from the customer where needed.
2	Satisfy customer need	2.1	Information required by the customer is accessed and provided in an efficient and timely manner.
		2.2	Possible options to resolve enquiry are determined.
		2.3	Help is sought where possible, in answering enquiry while customer is on the phone.
		2.4	Systems/manuals are researched to locate the information sought while customer is kept informed as to progress of the search.
		2.5	Information is provided to the customer in a clear and concise manner.
		2.6	Where delays occur, customer is offered call back service at a time convenient to the customer.

		2.7	Enquiry is referred to appropriate person/area where solution is complex or affects enterprise policy and procedures.
3	Follow up customer on inquiry resolution	3.1	Contact is made with the customer to ensure satisfaction with support/assistance provided.
		3.2	Further information is provided if necessary.
		3.3	Contracts are struck with customer to undertake further research where dissatisfaction occurs.

RANGE STATEMENT

A Call Centre is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet service purposes.

Call centres exist across a range of industries and industry sectors. Examples include but not limited to:

- telecommunications companies product sales and marketing, customer service and account inquiries, directory services, call assistance
- banking sector marketing services, customer funds transfer, loan applications, customer service
- insurance companies customer service, product sales, new policy applications, renewals
- retailers and suppliers marketing services and product, after sales support, dealer care, product sales and delivery
- travel industry reservations, information, customer support, loyalty programs
- market research companies
- charity organisations financial support and product sales
- mercantile agencies
- credit reporting bureaus
- government organisations government service inquiries, government benefit issues

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by but not limited to:

- regulatory environment in which the enterprise and/or industry operates
- enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering:
 - quality management
 - corporate conduct/ethics
 - people
 - health and safety
 - equal employment opportunity
 - escalated service difficulties
 - customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- type of call centre

The defined environment of the relationship, include but not limited to:

- stakeholders
- business context
- technology
- level of complexity of customers and products/services

Quality and continuous improvement is defined by the enterprise and can apply to:

- variation
- customer service
- standards
- service delivery
- performance
- process
- productivity
- financial
- goal setting
- resource management

Requirements of the environment of the specific operational organisation unit as specified in:

- business rules
- accountabilities
- stress management guidelines
- ergonomic guidelines
- authorising delegations
- service memoranda of understanding/service delivery agreements
- performance measures
- targets
- agreed service delivery scope and charter

Support and assistance may include but not limited to:

- assistance with product use
- information relating to enterprise product/services
- product/service costs
- after sales support
- warranty details and information
- service timing/timetables

Customer records are normally maintained in a:

- computerised system specific to the enterprise
- paper/card related systems

Information may be obtained from but not limited to:

- enterprise systems
- customer records
- operational manuals

Referral procedures will vary from enterprise to enterprise

Escalation includes but not limited to:

- passing a problematic inquiry or customer service operation to an appropriately skilled staff member for further processing

Account inquiries include but not limited to:

- billing item queries
- charges and costings
- payment date

Relevant legislation, regulations and standards include but not limited to:

- privacy act
- equal employment opportunity (EEO) and anti discrimination legislation
- telecommunications act
- occupational health and safety legislation
- freedom of information
- environment

Specialist staff may include but not limited to:

- designated technical
- engineering
- sales
- marketing staff

Referral details may include but not limited to:

name and/or designation of specialist person
time of call back
nature of further information

Customer billing records include but not limited to:

- records normally maintained in a computerised system specific to the enterprise
- paper/card related systems

Account inquiries include but not limited to:

- billing item queries
- charges and costings
- payment date

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- accurate identification and verification of customer need
- accessing systems/manuals to determine answer to customer inquiry
- identification of specialist support within the enterprise
- consideration of options for meeting inquiry
- provision of effective and timely support and assistance in satisfying customer need
- activation of systems to provide information/assistance where required
- accurate verification of customer enquiry
- provision of effective and timely response in satisfying inquiry
- accessing and interrogation of billing records, systems, manuals to determine answer to customer inquiry
- escalation in accordance with policy
- knowledge of enterprise products/service, standards, practices, policies
- effective follow up of customer, post inquiry
- projection of a professional image in representing the company
- demonstration of all related occupational health and safety requirements and work practices
- contributes in a positive manner to the overall improvement of team performance
- applies principles of quality and continuous improvement in all operational activities
- effective navigation of computer system

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- teamwork
- conflict resolution
- enterprise policies, procedures and guidelines
- enterprise mission, business goals and standards
- specific work role and relationships
- enterprise organisational structure
- enterprise information systems
- enterprise protocols associated with customer service
- operational environment: customer base, company products and services
- operational systems
- quality and continuous improvement processes
- occupational health and safety standards products and service charges
- enterprise billing procedures
- enterprise protocols associated with customer service
- operational systems

Skills

The ability to:

- demonstrates appropriate report and letter writing skills
- demonstrates customer service skills
- demonstrates empathy
- demonstrates effective listening skills
- demonstrates effective interpersonal skills including verbal communication, negotiation and conflict resolution and telephone techniques
- demonstrates problem solving skills

(4) Resource Implications

- a call centre or simulated call centre environment
- telecommunications equipment and information system to enable the performance criteria to be met

(5) Method of Assessment

Evidence of competency is best obtained by observing and monitoring activities in an operational environment under normal working conditions. If this is not practicable, observations and monitoring in a realistic simulated environment may be substituted.

Skills and knowledge evidence may be completion of training courses or on -the-job learning. This should be supported by a range of methods to assess underpinning knowledge.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITCFIN0022A: Administer card services

Competency Descriptor:

This unit describes those functions associated with the provision and maintenance of a range of electronic banking card services.

Competency Field:

Finance

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Process applications for transaction cards	1.1	Information is gathered as required to support application for card.
		1.2	Application is completed and processed in accordance with procedures.
		1.3	Customers are notified of approval/disapproval of application.
		1.4	Card issuing and distribution are processed in accordance with procedures.
2.	Process card transaction	2.1	Customers are provided with information on transaction cards.
		2.2	Consultation or referral to other personnel occurs in order to determine details required.
		2.3	Card transactions are processed in accordance with organisation's policies and procedures.
		2.4	Complaints and enquiries are processed in accordance with the with organisation's policies and procedures for captured and hot listed cards.
3.	Administer card database	3.1	Card database is administered in accordance with the organisation's policies and procedures.
		3.2	Duplicate transactions and charge backs are identified and processed according to organisation's policies and procedures.
		3.3	Card security procedures are checked to ensure appropriate procedures are in place.

RANGE STATEMENT

Cards include but not limited to:

- a range of Visa cards
- credit cards
- transaction and other cards recognised by the organisation

Information on transaction cards may include but not limited:

- type of card available
- procedures for applying for card
- details of related products as applicable
- terms and conditions of card use.

Hot listed cards refer to:

- cards reported as stolen
- lost cards
- fraudulent cards

Relevant legislation may include but not limited to:

- Consumer
- Consumer Credit Code
- Privacy Act
- Secrecy laws
- Codes of Practice
- Competition
- Financial Transaction Reports Act
- Cheques and Payment Orders Act.

Organisation's policies and procedures:

- organisation information includes policies and procedures in regard to administrative and clerical systems, product / account and service range, size, type and location of branch, range of responsibility, types of equipment used.

Other personnel:

- other personnel may include employees or supervisors / managers.

Card security procedures may include but not limited to:

- confidentiality of information held
- procedures to identify card holder
- encryption to prevent illegal access
- procedures in the event of loss or theft of card

EVIDENCE GUIDE

The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

(1) Critical Aspects of Evidence

- thorough checking of card database information
- detailed knowledge of relevant legislation
- comprehensive knowledge of card security procedures
- strong communication skills in dealing with customers
- comprehensive understanding and implementation of industry codes of practice
- ability to use relevant data entry and office equipment.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant banking legislation
- card security procedures
- industry codes of practice
- card database information
- knowledge or awareness of relevant acts and regulations
- legal systems and procedures
- general developments in the Credit Management sector and company policy

Skills

The ability to:

- process account applications effectively and efficiently
- relates effectively to customers to clarify, discuss and update account information
- enters new information into databases
- records, updates and files correspondence and documentation
- explain and use the filing system and its codes and maintains the filing system to ensure it operates effectively
- develops and maintains interpersonal skills, telephone skills and writing skills

(4) Resource Implications

- availability of qualified assessors
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment.

Competency is demonstrated by performance of all stated criteria according to the Range of Variables applicable to the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0332A: Prepare and process financial/business documents

Competency Descriptor:

This unit covers the processing of financial transactions including petty cash, invoicing and banking in a business environment.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Process petty cash transactions	<p>1.1 Petty cash claims and vouchers are checked for approval, accuracy and authenticity prior to processing.</p> <p>1.2 Petty cash transactions are processed and recorded within designated time limits.</p> <p>1.3 Irregularities are noted and referred to nominated person for resolution.</p> <p>1.4 Transactions are checked and petty cash book balanced according to organisational requirements.</p>
2. Prepare and process banking documents	<p>2.1 Deposits and withdrawals are accurately entered and balanced according to organisational requirements.</p> <p>2.2 Cheques and credit card vouchers are checked for validity (signatures, dates, amounts) before processing.</p> <p>2.3 Cash, cheques and credit cards are listed on banking forms in accordance with the banking institution's guidelines.</p>
3. Reconcile invoices for payment to creditors	<p>3.1 Discrepancies between invoices and source documents are identified and reported to nominated person for resolution.</p> <p>3.2 Adjustments and errors are identified, reported and rectified in accordance with organisational requirements.</p> <p>3.3 Creditor enquiries are answered and/or referred to nominated person for resolution.</p>
4. Prepare invoices for debtors	<p>4.1 Invoices are prepared accurately in accordance with organisational requirements.</p> <p>4.2 Invoices are distributed to nominated person for verification prior to despatch.</p>

- 4.3 Adjustments are made as required in accordance with organisational requirements.
- 4.4 Invoices and other related documents are copied and filed for auditing purposes.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Statutory Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity industrial relations and anti-discrimination
- relevant industry codes of practice

Nominated persons include:

- petty cash officer
- supervisor
- accounts department staff

Banking institution's guidelines may include:

- deposit slips filled out accurately
- cash bundled
- banking summary provided
- banking electronically

Checking claims for accuracy and authenticity may include:

- requiring a receipt
- ensuring items purchased are business related
- accepting claims from authorised personnel only

Recording petty cash transactions may include use of:

- paper based
- electronic
- organisational accounting system

Source documents may include:

- journals
- purchase orders
- invoices
- receipts
- delivery dockets/receipts
- credit notes
- statements
- remittance advices
- deposit books

Organisational requirements may include:

- totalling and balancing petty cash book procedures
- legal and organisation policies/guidelines and requirements
- all cash being accounted for at all times
- procedures for entering and balancing deposits
- procedures for checking validity of cheques and credit card vouchers
- security procedures
- Occupational Health and Safety policies, procedures and programs
- format of documents for reimbursement
- guidelines for updating receipts
- accounting and auditing standards specified by the accounting board
- designated timelines for petty cash period/pay period

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Application of organisation's policy and procedures for financial transactions in regard to petty cash, invoicing and bank processes.
- Accurate processing of petty cash claims and vouchers including identification of irregularities or errors.
- Accurate preparing and processing of banking documents including identification of irregularities or errors.
- Accurate reconciliation and payment of invoices for creditors and debtors including identification of irregularities or errors.
- The recording and reporting of transactions are done efficiently.

(2) Pre-requisite Relationship of Units

- BSBCOR0141A Use business technology

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- procedures for cash and non-cash handling
- organisational policies and procedures relating to petty cash, banking, security, invoicing
- procedures relating to debtors and creditors
- banking institution's guidelines
- methods and techniques for simple calculations
- methods for presenting financial data

Skills

The ability to:

- read, record and interpret financial information
- maintain records and banking documents
- check accuracy of calculations and reconciliation of accounts
- proofread in order to maintain accuracy of information
- communicate effectively including the reporting of irregularities and errors
- relate to people from a range of social, cultural, ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.