

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCCSB40104 Level IV Salon Management

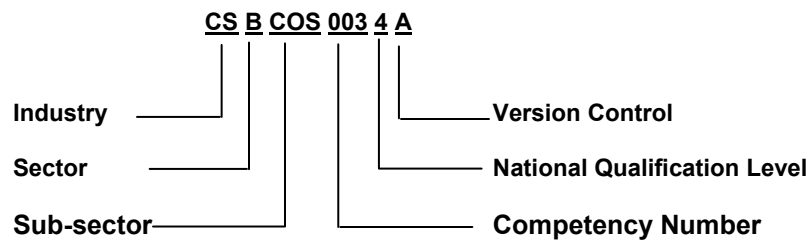
Unit Number	Unit Title	Mandatory /Elective	Hours
CSBCOR0001A	Perform interactive workplace communication	Mandatory	40
CSBCOR0011A	Maintain a safe, clean and efficient work environment	Mandatory	40
CSBCOR0021A	Plan and organise work	Mandatory	20
CSBCOS0001A	Prepare clients for salon service	Mandatory	20
CSBCOR0041A	Deliver quality service to customers	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
CSBCOS0002A	Receive and direct clients	Mandatory	20
CSBCOS0012A	Schedule and check out clients	Mandatory	30
CSBCOR0003A	Maintain customer relations	Mandatory	40
BSBCOR0113A	Maintain workplace safety	Mandatory	30
CSBCOR0013A	Coordinate salon team	Mandatory	30
BSBCOR0103A	Deliver and monitor a service to customer	Mandatory	30
BSBFLM0063A	Provide workplace information and resourcing plans	Mandatory	40
BSBCOR0023A	Organise personal work priorities and development	Mandatory	40
BSBCOR0123A	Support innovation and change	Mandatory	40
BSBFLM0043A	Participate in work teams	Mandatory	30
BSBSBM0024A	Research business opportunities	Mandatory	50
BSBSBM0034A	Establish business and legal requirements	Mandatory	50
BSBSBM0044A	Undertake financial planning	Mandatory	60
BSBSBM0054A	Develop business plans	Mandatory	50
CSBCOS0014A	Design and lay out salon	Mandatory	50
CSBCOS0024A	Manage finance	Mandatory	50
CSETDP0014A	Train small groups	Mandatory	20
CSBCOS0034A	Consult with client and analyse client's needs	Mandatory	60
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
CSBBTH0004A	Provide body treatments	Elective	50
CSBCOS0043A	Provide specialist hair colour services	Elective	50
CSBCOS0044A	Identify and treat physical hair condition and scalp disorders	Elective	50
CSBCOR0015A	Facilitate and capitalise on change and innovation	Elective	50
CSBMTH0015A	Apply Reflexology	Elective	50

To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: CSBCOS0034A



KEY: Man – Mandatory; COS – Cosmetology; BTH – Beauty Therapy; BSB – Business Service (Business); SBM – Small Business Management; ITI – Information Technology (Information); CSB – Community Service (Beauty); FLM – Front Line Management
MTH – Massage therapy

**CSBCOR0001A: Perform interactive workplace communication**

Competency Descriptor:

This unit deals with the skills and knowledge required to for effective communication in the workplace.

Competency Field: Beauty services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Follow routine instructions and information	1.1	Instructions received are acted upon.
	1.2	Effective questioning is used to elicit information.
	1.3	Salon information relevant to the particular task is assessed, comprehended and acted upon.
	1.4	Daily work routine is planned and organised.
	1.5	Tasks are prioritised and completed without undue delay.
	1.6	Manufacturers written technical instructions are read, comprehended and acted upon
	1.7	Simple written information is recorded for reference.
2. Participate in workgroups and teams	2.1	Allocated tasks are identified.
	2.2	Allocated tasks are completed willingly, without undue delay.
	2.3	Assistance is actively sought from or provided to other team members when difficulties arise.
	2.4	Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon.
	2.5	Questioning used to minimise misunderstandings.
	2.6	Signs of potential workplace conflict identified and conflict avoided wherever possible.



- 2.7 Participation in team problem solving demonstrated.
- 2.8 Support is offered and provided to colleagues.
- 3. Apply profession ethics
 - 3.1 Standards of decorum, good manners and social behaviour are maintained according to salon policy.
 - 3.2 A competent, professional manner/attitude is projected through non-verbal presentation.
 - 3.3 Confidentiality and tact are demonstrated.
 - 3.4 Responsibilities of employer/employee are mutually recognised and carried out.
- 4. Support the organization
 - 4.1 Personal hygiene and deportment reflect salon policy.
 - 4.2 Clients are treated with courtesy
- 5. Receive and refer clients complaints
 - 5.1 Positive helpful attitude is conveyed to clients when handling complaints.
 - 5.2 Complaints are handled sensitively, courteously and with discretion.
 - 5.3 Nature of complaint is established by active listening and questioning and confirmed with the client.
 - 5.4 Action is taken to resolve complaint to client's satisfaction wherever possible.
 - 5.5 Unresolved client dissatisfaction or complaints promptly referred to more experienced hairdresser or supervisor.
 - 5.6 Opportunities taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with salon policy,
 - 5.7 Follow up action taken as necessary to ensure client satisfaction.



RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's policies and procedures in regard to:

- contact with clients
- job descriptions/responsibilities
- interaction with other team members
- interaction with supervision/management
- orientation for new workers

Teams may include:

- small work teams or salon team.
- management, or other staff members.
- full-time or part-time staff

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

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Communication may occur with external clients and internal contacts, including management and other team members.

Information may include telephone, written or verbal messages, computer (e-mail/memos

Clients may include:

- people from a range of cultural backgrounds and physical and mental abilities
- regular and new clients

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively and consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation according to the performance criteria and the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation to external and internal client contact in the appropriate context and to the level acceptable by the enterprise
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- solve problems with the team.
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.



Critical Aspects of Evidence (Cont'd)

- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- salon policies and procedures in regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation

The following, which aid communication within the team:

- roles and responsibilities of self, peers and management
- questioning/listening techniques
- conflict resolution skills
- negotiation skills
- goal setting
- ability to collect and organise information

The following, which aid self-development:

- maintenance of personal health and fitness.
- maintenance of personal hygiene and deportment
- personal goal setting
- importance of self esteem
- stress management
- time management
- services provided by salon
- technical terms found in manufacturers' product information
- literacy skills in regard to workplace documents
- numeracy skills in regard to workplace functions

**Skills**

The ability to:

- consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- problem solve with the team
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply the following which aid communication within the team:
 - questioning/listening techniques
 - conflict resolution skills
 - negotiation skills
 - goal setting
 - collect and organise information.

(4) Resource Implications

The following resources should be made available:

- access to clients in workplace situations, dealing with a variety of services and a range of communication processes in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:
One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

**(3) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

CRITICAL EMPLOYMENT 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

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 1	
Solve problems	Level 1	
Using technology	Level 1	

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

CSBCOR0011A: Maintain a safe, clean and efficient work environment

Competency Descriptor:

This unit incorporates the Occupational Health and Safety regulations required for beauty salon operation. It encompasses basic first aid procedures, personal hygiene, the provision of a caring client environment and the efficient operation of the salon.

Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Comply with health regulations	1.1	Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations.
		1.2	Store policies and procedures for personal hygiene applied.
2.	Provide a relaxed and caring environment	2.1	Clients are made to feel comfortable according to salon policy.
		2.2	Responded to clients needs.
		2.3	Facilitated clients with refreshments.
3.	Prepare and maintain work area	3.1	Reception, work areas and walkways maintained in a safe, uncluttered and organised manner according to salon policy.
		3.2	All routines carried out safely, effectively and efficiently with minimum inconvenience to clients and staff.
		3.3	Waste is stored and disposed of according to local health regulations.
		3.4	Spills, food, waste, hair, water and/or other potential hazards promptly removed from floors according to salon policy.
		3.5	Linen is stored, cleaned and disinfected in line with local health regulations and salon procedures.
		3.6	Walls, floor and working surfaces are cleaned to meet salon requirements and health and safety standards without causing damage.
4.	Check and maintain tools and equipment	4.1	Tools and equipment are prepared for specific services as required.
		4.2	Tools and equipment are checked for maintenance requirements.

- 4.3 Tools and equipment are referred for repair as required.
 - 4.4 Tools and equipment are cleaned and stored safely and in position to comply with salon requirements and local health regulations.
- 5. Check and rotate stock
 - 5.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures.
 - 5.2 Stock levels are accurately recorded according to salon procedures.
 - 5.3 Under or over supplied stock items are notified immediately to the salon supervisor.
 - 5.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.
 - 5.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation.
- 6. Observe basic safety procedure
 - 6.1 Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements according to salon policy.
 - 6.2 All unsafe situations recognised and reported according to salon policy.
 - 6.3 All breakdowns in relation to machinery and equipment reported to supervisor.
 - 6.4 Fire and safety hazards identified and necessary precautions taken or reported according to salon policy and procedures.
 - 6.5 Dangerous goods and substances identified, handled and stored according to salon policy and procedures and occupational health and safety regulations.
 - 6.6 Salon policy regarding manual handling practice is followed.
 - 6.7 Participation in consultative arrangements established by salon for occupational health and safety is demonstrated.
- 7. Observe emergency
 - 7.1 Salon policies and procedures in regard to illness or accident are identified and observed.
 - 7.2 First Aid requirements identified and observed.

- 7.3 Safety alarms are identified accurately.
- 7.4 Qualified person contacted in the event of accident or sickness of clients or staff and accident details correctly recorded according to salon policy.

RANGE STATEMENT

This unit applies to all establishments where beauty services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- salon policies and procedures in regard to occupational health and safety, general duty of care, emergency procedures, hygiene, security and salon operation policies

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

- Labour laws of the country
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Emergency procedures may include: sickness, accidents, fire or store evacuation involving staff or clients.

- clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- cleaning may include counters, benches, walkways, walls, fixtures or other working surfaces
- salon service range
- products from various manufacturers' ranges
- tools and equipment
- linen may be cleaned on or off the premises

Relevant salon policies and procedures should include:

- hazard policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- use of motor vehicles
- hazard identification
- issue resolution procedures
- job procedures
- work instructions

Unsafe situations may deal with but are not restricted to:

- toxic substances
- damaged packaging material or containers
- broken or damaged equipment
- inflammable materials and fire hazards
- lifting practices
- spillages
- waste, including hair, especially on floors
- ladders
- trolleys

Occupational health and safety procedures may deal with:

- clients
- staff
- equipment/tools
- premises
- stock

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively maintain a safe, clean and efficient work environment in accordance with the performance criteria and the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to consistently:

- knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Occupational Health and Safety Codes of Practice for First Aid in the workplace
- apply safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid as required
- apply salon policies and procedures and industry codes of practice in regard to the performance of cleaning procedures
- provide a consistently welcoming client environment by treating clients in a courteous helpful manner, by responding to clients' needs
- clean and maintain the work area according to the range of variables
- use and maintain cleaning equipment and use and store cleaning chemicals
- check, rotate and record stock
- check and maintain tools and equipment and prepare for specific services as required
- refer tools and equipment for repair as required and store to comply with health regulations and salon procedures
- interpret and apply manufacturers' instructions for products, tools and equipment
- apply First Aid procedures for emergency life support
- record sickness/accident/emergency details

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Health and Hygiene regulations/requirements
- Occupational Health and Safety and First Aid regulations/requirements.
- salon policies and procedures in regard to Occupational Health and Safety Codes
- procedures to be applied in the event of fire or salon evacuation or in events likely to endanger staff or clients
- salon policies and procedures in regard to client service, personal hygiene practices, preparation and maintenance of work areas, tools, equipment and the salon stock system
- maintenance and storage procedures for tools and equipment used
- use of stock control systems/technology

Skills

The ability to:

- recognise and respond appropriately to emergency situations
- refer clients to appropriate professionals/qualified persons
- identify and apply knowledge of reporting procedures relating to occupational Health and safety
- use and maintain cleaning equipment
- use and store cleaning chemicals

(4) Resource Implications

The following resources should be made available:

- salon 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

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the beauty salon services are provided.

The underpinning knowledge may be assessed off the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

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

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 1	

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

CSBCOR0021A: Plan and organise work

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively plan and organise work assignments, and applies to all individuals working in the beauty services sector.

Competency Field:

Beauty services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Identify work requirements	1.1	Instructions for work schedule and performance and quality assurance requirements received, understood and clarified where necessary.
2. Plan process to complete work	2.1	Tasks identified, prioritised and sequenced to achieve effective completion of work.
3. Select tools and equipment	3.1	Personal protective equipment correctly identified and selected to suit job requirements.
	3.2	Appropriate tools and equipment identified and selected for required service.
4. Demonstrate safe and efficient sequence of work	4.1	Service provided safely in a logical and efficient sequence.
	4.2	Tools, supplies and equipment safely stored when not in immediate use.
5. Report outcomes	5.1	Verbal report given to appropriate person on completion of service and relevant client details entered on database.
6. Clean up	6.1	Unused materials safely stored at appropriate area.
	6.2	Empty containers and waste material removed from service area.
	6.3	Service area left clean, safe and secure on completion.
	6.4	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

Work organisation sequence may range from receiving instructions, to carrying out task, to cleaning up task.

Work plan may be either written or verbal and may include the following:

- preparation of work area
- selections of tools and equipment
- handling of materials, tools and equipment
- housekeeping requirements

Work schedule may be carried out in a singular application or in a team situation.

Work schedule and performance may have to adhere to quality assurance policy and procedures.

EVIDENCE GUIDE

Competency is to be demonstrated by safe and effective preparation using any of the range of work sequences listed within the range of variables statement relative to the work environment.

(1) Critical Aspects and Evidence

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

- indicate compliance with Occupational Health and Safety regulations applicable to salon operations including relevant National Association of Hair Dressers and Cosmetologist's (NAHC) regulations
- indicate compliance with organisational policies and procedures including quality assurance requirements
- carry out correct procedures prior to and during the provision of service to clients
- communicate to enable efficient individual/organisational planning of work

(2) Pre-requisite Relationship of Units

CSBCOR0011A Maintain a safe, clean and efficient work environment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures in regard to planning and organising allocated duties
- salon and equipment safety requirements
- equipment
- materials appropriate to the task
- products handling
- quality assurance

Skills

The ability to:

- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks
- use equipment correctly
- prepare and maintain work area
- select and use products according to manufacturer's instructions
- apply quality assurance

(4) Resource Implications

The following resources should be made available:

- access to clients in workplace situations, requiring a range of services in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

- one in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

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

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 1	
Solve problems	Level 1	
Using technology	Level 1	

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

CSBCOS0001A: Prepare clients for salon service

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare clients for a range of beauty salon services

Competency Field:

Beauty services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gown and protect clients	1.1 Service to be provided has been verified with operator and client. 1.2 Clean gown/wrap and towels of suitable size for client, selected and applied. 1.3 Relevant health and sanitation regulations are observed.
2. Shampoo hair (cosmetology)	2.1 Service to follow shampoo is verified with client and operator. 2.2 Correct shampoo is selected, applied and removed thoroughly. 2.3 Client comfort and safety is ensured during the procedure. 2.4 Water temperature and flow is controlled during process. 2.5 Hair and scalp are massaged using appropriate technique. 2.6 After shampoo, conditioning agents are applied and removed according to manufacturer's instruction.
3. Cleanse skin (Beauty therapy)	3.1 Make up removed correctly. 3.2 Skin cleanse correctly. 3.3 Skin analysis is performed using appropriate forms and tools/equipment. 3.4 Followed correct procedure for using equipment. 3.5 Correct products are selected and used for second cleansing and toning. 3.6 Water is used at the appropriate temperature. 3.7 Followed correct procedure for disposal of used products.

- 3.8 Followed appropriate hygiene and sanitation throughout entire process.
- 3.9 Client's comfort and safety is ensured during entire process.

RANGE STATEMENT

This unit applies to all establishments where beauty salon services are provided.

Preparing clients for salon services include:

- the application of salon policies and procedures in regard to the preparation of clients for salon services including colour, styling, permanent waves and chemical relaxer, hair cutting and treatment services at varying levels of staffing, staff training and trading conditions.

These may include but not limited to customers and team members from a range of cultural backgrounds and physical and mental abilities.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare clients for salon services according to the performance criteria and the range statement

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently

- apply salon policies and procedures and industry codes of practice in regard to the performance of a range of salon services
- apply safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements
- read, accurately interpret and consistently apply manufacturers' instructions for products and equipment, especially in regard to water temperature and flow
- use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- verify the service to be provided
- select and apply appropriate gown/wrap and towel/s for salon services according to the range of variables
- select, apply and remove of a variety of shampoo and conditioning products, according to manufacturers' instructions and salon procedures
- apply hair and scalp massage according to client requirements and salon procedures
- use time effectively and to control product waste

(2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with:

CSBCOR0011A	Maintain a safe, clean and efficient work environment
CSBCOR0001A	Perform interactive workplace communication”

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to salon services, product range and procedures
- preparation of the service area, products and equipment
- use of shampoo equipment, care
- care and protection of client
- selection, application and removal of shampoo and conditioning products according to the manufacturer’s instructions
- hair/scalp massage procedures suitable for the type of salon service to follow
- post shampoo procedures
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- communication techniques and skills
- insurance against malpractice

Skills

The ability to:

- read, accurately interpret and consistently apply manufacturer’s instructions for products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- consistently verify the service to be provided
- consistently select and apply appropriate gown/wrap and towel(s) for salon services according to the range statement
- select, apply and remove shampoo and conditioning products according to the manufacturer’s and salon procedures
- use time and products efficiently
- coordinate shampoo services with other salon services that are being offered to different clients simultaneously

(4) Resource Implications

The following resources should be made available:

- access to a range of shampoo and conditioning products and equipment and to clients presenting with a range of requirements in a salon/simulated assessment area

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of beauty salon services and a range of communication processes. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

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 Skill.

CSBCOR0041A: Deliver quality service to customers

Competency Descriptor:

This unit covers the skills and knowledge required to identify customers' needs and quality service to customers.

Competency Field: Education and Training

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customers' needs	<p>1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.</p> <p>1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.</p> <p>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.</p> <p>1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.</p>
2. Deliver a service to customers	<p>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.</p> <p>2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.</p> <p>2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p>

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|----|--|-----|--|
| 3. | Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
| | | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
| | | 3.3 | Customer feedback is regularly sought and used to improve the provision of products and services. |

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:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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 interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

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.

In order to achieve 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 situations

(1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- knowledge of the principles of excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills

The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and 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

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

(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 Services Training Package

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 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 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 Skill.

ITICQR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

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	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

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|---|-----|---|
| | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | 6.5 | Output devices and materials are monitored for quality. |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | 7.3 | E-Mail is sent and retrieved competently. |
| 8. Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | 8.2 | Problem with shutting down computer is reported promptly. |
| | 8.3 | All safety and protective procedures are observed. |
| | 8.4 | The system integrity and security are preserved. |
| 9. Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | 9.2 | The equipment is cleaned as directed. |
| | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

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

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

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 on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(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
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

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 -	
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 -	

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

CSBCOS0002A: Receive and direct clients

Competency Descriptor:

This unit deals with the skills and knowledge required to receive and direct clients in the reception area where beauty salon services are provided.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and direct clients	1.1 Clients are acknowledged on arrival, and greeted in a positive manner and promptly attended to promptly. 1.2 Relevant questions are asked of clients to directly identify their needs. 1.3 Client card is sourced from file or client's personal details are recorded on a new client card. 1.4 Appropriate operator is informed of client's arrival. 1.5 Clients are directed to designated areas for specific service.
2. Answer the telephone	2.1 Telephone is answered promptly and salon telephone procedure is implemented. 2.2 Questioning and active listening techniques used to identify caller and accurately establish and confirm requirements. 2.3 Client is informed of any problems and the action that is being taken. 2.4 Follow up action taken as necessary. 2.5 Telephone messages are given and recorded accurately and information received/relays to the appropriate person.
3. Complete client detail	3.1 Clients' relevant personal details are collected and recorded accurately in the client record system.

RANGE STATEMENT

This unit applies to all establishments where beauty salon services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the client reception, telephone answering and client records
- ethical standards
- designated operating hours

Communication may occur with:

- external and internal contacts including management

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- colleagues

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

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Written information may include:

- clients record and appointment cards

Working conditions may include:

- working with full or part time staff
- varying levels of staff training
- varying levels of staffing e.g. staff shortages
- routine or busy trading periods

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively receive and direct clients in accordance with the performance criteria and the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact
- apply safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements and First Aid procedures as required
- apply salon policies and procedures in regard to client reception and telephone procedures according to the range of variables
- interpret and consistently apply manufacturers' instructions for use of communication equipment
- provide a consistently welcoming client environment and treat clients in a courteous manner
- accurately interpret and communicate information to clients, supervisors and peers
- accurately source client cards and to collect relevant details and accurately record in the client record system

Critical Aspect of Evidence (Cont'd)

- use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- use time effectively

(2) Pre-requisite Relationship of Units

CSBCOR0011A	Maintain a safe, clean and efficient work environment
CSBCOR0011A	Carry out interactive workplace communication

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures in regard to client reception, telephone answering and client records
- salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation, internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- telephone function and procedures
- filing and retrieval system
- maintenance of salon filing system
- full range of products and services and prices of products and services offered by salon
- communication techniques and skills including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
 - types of client need e.g. Functional and psychological

Skills

The ability to:

- read, and accurately interpret and use communication equipment according to manufacturer's instruction
- consistently provide a welcoming client environment
- consistently interpret and communicate information to internal and external customers
- efficiently source client's file and maintain client record system
- use appropriate communication techniques to consult and negotiate with clients
- carry out tasks in a timely manner

(4) Resource Implications

The following resources should be made available:

- clients presenting with a range of requirements in a salon/simulated assessment area, telephone equipment and client information system

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration of a range of workplace situations on-the-job or in a simulated workplace environment where the beauty salon reception services are provided.

The underpinning knowledge may be assessed of the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYMENTABILITY 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

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

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

CSBCOS0012A Schedule and check out clients

Competency Descriptor:

This unit deals with the skills and knowledge required to provide a full receptionist service in a beauty salon.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Schedule clients	1.1	Appointments are scheduled according to timing of services, availability of operators and salon procedures.
		1.2	Appointment arrangements are confirmed with client and details recorded neatly and accurately in the appointment book.
2.	Process payment	2.1	Clients' bills are calculated accurately.
		2.2	Items sold are recorded.
		2.3	Payments for salon goods and services are received and recorded.
		2.4	Relevant credit card sales vouchers are completed accurately and credit clearance are facilitated when required.
3.	Supervise staff	3.1	Client service history is neatly and accurately recorded on salon record system.
4.	Implement stock control measures	4.1	Existing stock is counted and recorded on stock systems in line with salon policy.
		4.2	Items received are checked against delivery documentations to ensure accuracy.
		4.3	Items received are recorded on stock control systems and placed in appropriate area.

RANGE STATEMENT

This unit applies to all beauty salon establishments where clients are scheduled and checked-out.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to scheduling and checking out clients
- policies regarding levels of staffing, staff training and trading conditions
- ethical standards
- client service standards
- designated operating hours
- cash handling
- policies for credit arrangements and lay away

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

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements
- Insurance against malpractice and premises

Products and equipment may include:

- Point of sale equipment for cash and credit and debit card transactions
- Clients record system
- Salon's service and price list
- Stock control system

Scheduling and checking out techniques may include:

- effective questioning and active listening
- negotiating
- accurate recording

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- those with routine and specialist request

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice to receive and schedule clients according to the performance criteria and the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to client services, receiving and scheduling clients, making appointments, processing payments, assisting in stock control and recording client service histories
- Apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- schedule clients, make and confirm appointments and to accurately record details
- collect accurate relevant client service details and accurately record in the client record system
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner
- apply point of sale techniques/procedures
- operate point of sale equipment according to design specifications
- apply salon policies/procedures in regards to cash handling and point of sale transactions

(2) Pre-requisite Relationship of Units

CSBCOR0001A Perform interactive workplace communication

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard salon policies and procedures and industry codes of practice in regard to client service are as follow
 - receiving and scheduling clients
 - making appointments
 - processing payments
 - assisting stock control
 - recording clients service history
- listening and questioning techniques
- verbal and non-verbal communication skills
- negotiation techniques
- time allowed for various services
- availability of operators
- appointment booking system
- salon products and service range
- methods of collecting and recording client details
- client record system
- point of sale procedures
- numeracy skills to enable accuracy in calculating client bills
- procedures client returns/refunds, client refund rights, gift vouchers lay-away procedures

Underpinning Knowledge and Skills (Cont'd)Knowledge

Knowledge of: (Cont'd)

- processing methods for credit cards and cheques
- methods for obtaining credit clearances
- methods for receiving and recording payments
- stock control systems and procedures
- internal and external client contact and personal hygiene and department
- Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to:

- receive and schedule clients, make and confirm appointments and accurately record details
- process payments made with cash, credit card or check
- calculate client bills
- process client returns/refunds, lay-away and gift vouchers
- receive and record payments
- assist in stock control
- read, accurately interpret and consistently apply manufacturer's instructions in relation to point of sale techniques and procedures
- operate point of sale equipment according to design specifications
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- accurately collect and record data from client precisely
- apply salon policies/procedures in regard to cash handling and point of sale transactions
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

(4) Resource Implications

The following resources should be made available:

- access to clients receiving a range of beauty services in a salon/simulated assessment area

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of clients and/or situations in regard beauty salon services. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

CRITICAL EMPLOYMENTABILITY 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

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

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

CSBCOR0003A: Maintain customer relations

Competency Descriptor:

This unit deals with the skills and knowledge required to develop and implement strategies to meet the requirements of existing customers and identify potential new customers, products and services which may expand business opportunities.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Monitor the requirements of customers	1.1	Customer requirements are monitored formally and informally to enable customer feedback to be collated.
		1.2	An analysis of customer requirements is conducted to enable an effective response.
2.	Tailor products and services to customers requirements	2.1	Current products and services are assessed against identified customer demands.
		2.2	Customer needs are met through research and availability of new products and services.
		2.3	New products, services and processes are researched and introduced in a manner that ensures an adequate return on investment.
3.	Promote the salon to customers	3.1	The competitive position of the salon is enhanced through its promotion.
		3.2	A plan for promoting sales to customers is developed and instituted.
4.	Speak to groups	4.1	Information that is relevant to the topic is selected and prepared.
		4.2	Speech is delivered in a clear and sequential manner and within a pre-determined time.
		4.3	Questions from the audience are received and responded to.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to salon promotion
- ethical standards
- client service standards
- designated operating hours

Salon promotion may involve:

- outside presentations
- promoting a new or long established business
- prevailing salon culture and orientation to clients
- the external presentation of the business and the perceived image held by clients
- availability and reliability of information held on clients

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

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- existing and potential clients
- internal or external

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to salon promotion.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the maintenance of customer relations
- monitor current products and services against identified clients' requirements/needs
- ensure that new products and services are researched and made available as required in the appropriate context and to the level acceptable by the enterprise.
- promote the salon to customers

(2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to salon promotion
- the following procedures/methods in relation to salon promotion including:
 - local industry associations code of ethics
 - roles, responsibilities and allocated duties of self, peers and management
 - salon policies in regard to verbal and non-verbal presentation
 - methods of monitoring and analysing client requirements/needs
 - marketing and promotional strategies
 - methods for researching new products, services and processes
 - development of sales plans
 - strategies for delivering information to groups, including use of a variety of methods including electronic media
- the following techniques and skills in relation to salon promotion including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - interpersonal skills
 - negotiation techniques/skills
 - research skills
 - planning skills
 - assertiveness
 - group presentation skills
 - time management
 - goal setting

Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs, and to ensure client comfort and safety
- consistently monitor clients, on a formal and informal basis, to identify clients' requirements/needs, and to ensure that client feedback is collated and analysed to enable an effective response
- demonstrate a practical ability to research and introduce new products, services and processes in a cost-effective manner
- demonstrate a practical ability to develop and institute an effective marketing plan and to enhance the competitive position of the salon through its promotion
- demonstrate of a practical ability to present information in a group situation, select and prepare relevant information, use a variety of media to enhance presentation, answer and respond to questions, and deliver presentation in a clear, sequential manner within a pre-determined time

Skills

The ability to: (Cont'd)

- demonstrate the following skills in relation to salon promotion including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - interpersonal skills
 - negotiation techniques/skills
 - research skills
 - planning skills
 - assertiveness
 - group presentation skills
 - time management
 - goal setting
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply salon policies/procedures in regard to the performance of a range of classic and current commercial hair cutting, beard designing and finishes

(4) Resource Implications

The following resources should be made available:

- access to clients presenting with a range of requirements in a salon/simulated assessment area
- in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

- one in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of salon promotion activities until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

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

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

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

BSBCOR0113A: Maintain workplace safety

Competency Descriptor

This unit deals with the skills and knowledge required for the frontline supervisor to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programmes to meet statutory requirements.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team	1.1 Understanding of basic requirements of Occupational Health and Safety legislation in area of responsibility appropriate for health and safety needs of a small work team are demonstrated. 1.2 Information on the organisation's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner and clearly explained to the work group. 1.3 Information about identifying hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group.
2. Support participative arrangements for the management of Occupational Health and Safety	2.1 Organisational consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards. 2.2 Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution. 2.3 Encouragement and assistance is given to team members to contribute to the management of Occupational Health and Safety at the workplace. 2.4 Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Health and Safety.

3. Support the organisation's procedures for providing Occupational Health and Safety training	3.1	Advice is provided on Occupational Health and Safety training needs of individuals and workgroup.
	3.2	Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety.
	3.3	Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety.
4. Participate in identifying hazards and assessing and controlling risks for the work area	4.1	Advice is provided on hazards in the work area in accordance with organisation's Occupational Health and Safety policies and procedures.
	4.2	Support is provided in implementing procedures to control risks using the hierarchy of controls and in accordance with organisational procedures.
	4.3	Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls.
	4.4	Occupational Health and Safety records of incidents in the work area are accurately completed and maintained in accordance with Occupational Health and Safety legal requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow 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 including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

Occupational Health and Safety legislation will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • procedures for hazard identification • procedures for risk assessment, selection and implementation of risk control measures • incident (accident) investigation • OHS audits and safety inspections • consultative arrangements for employees in work area • hazard reporting procedures • safe operating procedures/instructions • use & care of personal protective equipment | <ul style="list-style-type: none"> • emergency & evacuation procedures • purchasing policy & procedures • plant & equipment maintenance & use • hazardous substances use and storage • dangerous goods transport & storage • OHS arrangements for on site contractors, visitors and members of public • first aid provision/medical practitioner contact & attention • site access |
|---|--|

Identification of hazards and assessment of risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc

Training needs relating to Occupational Health and Safety may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Coaching and mentoring assistance may include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Controlling risks in the work area may include actions such as:

- application of the hierarchy of control, namely:
- eliminate the risk
- reduce/minimise the risk through engineering controls, administrative controls, personal protective equipment
- regular consultation with workers

Hazards and associated risks to which the work team may be exposed in the work area may include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glare surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence and bullying

Organisational procedures for consultation and issue resolution may include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- identify and comply with Occupational Health and Safety legal and organisational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group

(2) Pre-requisite Relationship of units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- hazards and associated risks which exist in the workplace
- organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
the relevance of Occupational Health and Safety management to other organisational systems and procedures of characteristics and composition of the workgroup

Skills

The ability to:

- understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- analysing skills to identify hazards and assess risks in the work area
- analysis data including incident (accident) monitoring environmental monitoring
- evaluation of effectiveness of risk control measures
- assess resources required to apply risk control measures
- demonstrate coaching and mentoring skills to provide support to colleagues
relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Consistency of Performance

In order to achieve 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 situations

(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 Services Competency Package

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 Level.

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

CSBCOR0013A: Coordinate salon team

Competency Descriptor:

This unit deals with the skills and knowledge required for effective coordination and communication in the workplace and resolution of client complaints.

Competency Field: Beauty

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Participate in identifying tasks for the salon team	1.1	Goals for the team are identified.
		1.2	Tasks required to achieve goals are identified
2.	Complete own tasks	2.1	Responsibilities allocated to the individual as part of the team are completed within designated timelines.
		2.2	Changes to workplace responsibilities are negotiated to meet reviewed demands.
		2.3	Information and feedback provided by others in the team is acknowledged.
3.	Assist others to complete team tasks	3.1	Participated in the evaluation of the team's performance in accordance with team goals.
		3.2	Support is offered to colleagues.
		3.3	Support is provided to colleagues to ensure designated teams goals are met.
4.	Coach on the job	4.1	Coached team members who are unfamiliar with specific procedures.
		4.2	Team member made aware of the work application of the skill or job being taught.
		4.3	A systematic approach is enlisted including explanation and demonstration where appropriate.
		4.4	Trainees encouraged by positive comments and feedback from the trainer.
		4.5	Feedback during instruction designed to help trainees learn from their mistakes.

	4.6	Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement.
	4.7	Trainees' performance evaluated according to salon policies and procedures.
5. Deal with client complaints	5.1	Client concerns are acknowledged.
	5.2	A strategy for resolution of the issue is developed.
	5.3	Client is kept informed at all times of the action proposed/being taken to resolve the issue.
	5.4	Client satisfaction with the resolution of the issue is checked by questioning.
	5.5	Client complaint form is completed as per industry codes of practice.

RANGE STATEMENT

This unit applies to all beauty salon establishments where effective coordination and communication in the workplace and resolution of client complaints are required.

- salon policies and procedures
- contact with clients
- job descriptions/responsibilities
- interaction with other team members, and management
- information may include telephone, written or verbal messages
- teams may include small work teams or salon team
- communication may occur with external clients and internal contacts including management and other team members
- Instructions may be given to peers or more senior members of the salon team.
- coaching may be done frequently or infrequently, formally or informally
- varying levels of staffing, staff training and trading conditions
- full-time or part-time staff
- planning may be affected by salon procedures and unexpected contingencies
- these may include but not limited to clients and team members from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- variety of products for use on different hair and skin types
- relevant occupational health and safety legislation and codes of practice
- state and local government health regulations

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice for effective coordination and communication in the workplace and resolution of client complaints according to the performance criteria and the range statement

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to coordination and communication in the workplace
- resolve client's complaints in the appropriate context and to the level acceptable by the enterprise
- identify and assist in setting goals for the team
- support colleagues in achieving set goals
- coach team members who are unfamiliar with specific procedures

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to coordination of staff and communication in the workplace and resolution of client complaints
- communicating with staff, coaching, and motivating staff according to salon procedures
- relevant legislation and statutory requirements, including industry awards/agreements and salon policy in regard to working periods, overtime, breaks
- staff roster system
- employment classifications, full-time or part-time

Skills

The ability to:

- apply salon policies and procedures in regard to communicating with staff, coaching, and motivating staff according to salon procedures
- accurately interpret and consistently apply state and local statutory requirements or regulations including relevant industry awards/agreements and to maintain staff records as required
- identify team goals and methods of achieving goals and to assist and support the team in the achievement of designated goals
- evaluate team's performance in relation to achievement of goals and to offer solutions where goals are not met

Knowledge

Knowledge of: (Cont'd)

- meeting procedure
- issues regarding, equal opportunity grievance procedures and discrimination
 - current industrial requirements
 - negotiation techniques
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - training/coaching skills
 - team building and motivation skills
 - conflict resolution
 - planning skills
 - assertiveness
- group presentation skills
- time management
- stress management
- goal setting
- local industry association code of ethics
- roles, responsibilities and allocated duties of self, peers and management
- salon policies in regard to verbal and non-verbal presentation
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to: (Cont'd)

- complete own responsibilities as directed within defined timelines
- negotiate changes to workplace responsibilities as required
- coach team members according to the range of variables
- build positive and constructive relationships with a team
- accurately interpret and communicate information to team members
- accurately interpret the nature of client complaints, develop strategies to resolve complaints and provide service by keeping the client informed of the action being taken and confirming satisfactory resolution of the complaint with the client according to salon policy
- maintain client complaint records as required by salon policy and/or industry codes of practice
- consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- apply listening and questioning techniques
- use verbal and non-verbal communication skills
- use training/coaching skills
- use team building and motivation skills
- apply conflict resolution
- apply planning skills
- apply
- assertiveness
- use group presentation skills
- apply stress management skills
- set goal and manage goals
- consistently use time effectively
- apply salon policies/procedures in regard to coordination of staff and communication in the workplace and resolution of client complaints
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

(4) Resource Implications

The following resources should be made available:

- access to clients presenting with a range of requirements in a commercially operating salon environment

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

(5) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

(6) Context of Assessment

This unit must be assessed through practical demonstration on the job involving a variety of hairdressing services. The underpinning knowledge may be assessed off the job with the use of written or verbal items inclusive of essay, short answer or project and case study.

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

Collecting, analysing and organising ideas and information	Level 3	
Communicating ideas and information	Level 3	
Planning and organising activities	Level 3	
Working with others and in teams	Level 3	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 3	
Using technology	Level 2	

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

BSBCOR0103A**Deliver and monitor a service to customer**

Competency Descriptor:

This unit deals with the skills and knowledge required to ensure that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan to meet internal and external customer requirements	1.1	The needs of customers are researched, understood, and assessed, and included in the planning process.
		1.2	Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.
2.	Ensure delivery of quality products/services	2.1	Products/services are delivered to customer specifications within the team's business plan.
		2.2	Team performance consistently meets quality, safety, resource and delivery standards.
		2.3	Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards.
3.	Monitor, adjust and report customer service	3.1	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
		3.2	Customer feedback is sought and used to improve the provision of products/services.
		3.3	Resources are used effectively to provide quality products/services to customers.
		3.3	Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups.
		3.4	Records, reports and recommendations are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

Frontline Supervisor with NCTVET level III Qualification will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to
- rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Customers may be:

- internal or external, and be drawn from existing or new sources

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Resources may include:

- People, power/energy, information, finance, building/facilities, equipment, technology, time

Designated individuals/group include:

- Those who have authority to adjust plans

OHS considerations may include:

- Safe delivery of organisations products/services

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- prepares plans to meet customer needs
- provides quality service consistently
- reviews and improves services following feedback
- reports outcomes of customer service

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBCOR0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies and procedures for dealing with customers
- the principles and techniques of: researching customer needs, customer relations, customer behaviour, identification and resolution problem
- maintaining product/service quality
- an understanding of a person needs to perform work to the required standard

Skills

The ability to:

- access and use workplace information
- communication skills including researching and analysing information and reporting
- manage work within responsibility to achieve goals and results
- develop and maintain communication with customers
- make effective use of customer feedback
- prepare and negotiate recommendations to improve customer service
- ensure that legislation and standards are met
- manage products/services within budget constraints
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve 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 situations

(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 Services Competency Package

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 Level.

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 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.

BSBFLM0063A Provide workplace information and resourcing plans

Competency Descriptor:

This unit deals with the skills and knowledge required by the supervisor to identify, acquire, analyse and use appropriate information so as to carry out his or her part in the effectiveness of the organisation's performance.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify and source information needs	1.1	The information need of teams is determined and the sources are identified.
		1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility.
		1.3	Plans are prepared to obtain information which is not available/accessible within the organisation.
2.	Collect, analyse and report information	2.1	Collection of information is timely and relevant to the needs of teams.
		2.2	Information is in a format suitable for analysis, interpretation and dissemination.
		2.3	Information is analysed to identify and report relevant trends and developments in terms of specified the needs.
3.	Use management information systems	3.1	Management information systems are used effectively to store and retrieve data for decision making.
		3.2	Technology available in the work area is used to manage information effectively.
		3.3	Recommendations for improving the information system are submitted to designated persons/groups.
4.	Prepare business plan/budgets	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
		4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements.
		4.3	Contingency plans are prepared in the event that alternative action is required.

- | | |
|-------------------------------|--|
| 5. Prepare resource proposals | 5.1 Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. |
| | 5.2 Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements. |
| | 5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes. |

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

NVQJ level 3, supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Information may be:

- available in writing or verbally, held in computer or in manual systems, available internally or externally

Designated persons/groups includes:

- those who have the authority to make decisions and/or recommendations about information systems

Colleagues may include:

- team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

OHS considerations include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- inclusion of OHS in business plans
- resource proposals address OHS

Technology will be:

- that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Resources may include:

- for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- accesses, uses and communicates workplace information
- provides feedback on how to improve the management information system
- researches and prepares financial and resource plans/proposals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
- workplace information systems
- business plans/budgets resource proposals
- the basic financial concepts in business plans/budgets
- the methods to gain efficiencies in resource management

Skills

The ability to

- to access and use workplace information
- use communication skills including information collection, analysis and interpretation and reporting
- identify information requirements of the team
- manage information to achieve goals and results
- researching information
- improve information usage in decision making
- prepare information in a format for use by colleagues
- use coaching and mentoring skills to provide support to colleagues
- access technology to extract/input information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve 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 situations.

(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 Services Competency Package.

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 Level.

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.

BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve 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 situations

(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 Services Competency Package

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 Level.

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 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 Employment Skills.

BSBCOR0123A: Support innovation and change

Competency Descriptor:

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. It draws on the work of the innovative work skills project of the National Training System.

Competency Field: Frontline Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Clarify ideas to improve work practices	1.1	Advantages, disadvantages and consequences of ideas are identified.
		1.2	Options are considered and discussed with colleagues.
		1.3	Feedback is reflected and used to improve ideas.
		1.4	Methods of communicating ideas are considered.
2.	Advise on innovative work practices	2.1	Advice is clear and consistent with organisational requirements.
		2.2	Advice provided is realistic and relevant within context of current work practices and objectives.
		2.3	Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change.
		2.4	Information about risk factors is used to identify potential constraints.
		2.5	Feedback on innovations is obtained from designated individuals and groups.
3.	Support implementation of new work practices	3.1	Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines.
		3.2	Business technology is used to manage and provide access to information on progress towards objectives of change.
		3.3	Mentoring and coaching is provided to support individuals and groups in the introduction of change.
		3.4	Consultation is undertaken with individuals and teams to promote participation in change.
		3.5	Advice is provided on the impact of change in a manner accessible to designated personnel.

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:

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Feedback on innovations may be obtained from:

- customer satisfaction surveys
- interviews
- comments from colleagues
- analysis of qualitative/quantitative data
- recommendations
- management decisions
- quality assurance data

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Designated individuals and groups may include:

- supervisor
- clients
- colleagues
- external organisation
- committee
- line management

Business technology may include:

- computers
- computer applications
- fax
- e-mail
- internet/extranet/intranet

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

EVIDENCE GUIDE

The Evidence Guide identifies 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.

In order to achieve 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 situations

(1) Critical Aspects and Evidence

Ideas for change are communicated effectively

- giving feedback and advice to colleagues on processes of implementation
- change is supported

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- understanding the organisation's policies, plans and procedures
- knowledge of own roles and responsibilities
- understanding the context of change
- principles and techniques of identifying strengths and weaknesses
- understanding the impacts of change
- knowledge of critical success factors and how they relate to change
- processes to interpret and apply feedback
- principles and techniques of goal setting and recording priorities

Skills

The ability to:

- use literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- apply proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- use communication skills including active listening, questioning and clarifying, presenting and reporting
- accept positive and negative feedback
- organise work priorities and arrangements
- use team work skills for working as a member of a team during periods of change
- maintain effective relationships during periods of change
- relate to people from a range of social, cultural and 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

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.

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 Level. Refer to the Critical Employability Skills Levels at the end of this unit.

(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.

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.

BSBFLM0043A Participate in work teams

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in team planning	<p>1.1 The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives.</p> <p>1.2 The supervisor assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes.</p> <p>1.3 The supervisor encourages the team to use the competencies of each member for team and individual benefit.</p>
2. Develop team commitment and co-operation	<p>2.1 The manager assists the team to use open communication processes to obtain and share information.</p> <p>2.2 The team makes decisions in accordance with its agreed roles and responsibilities.</p> <p>2.3 The manager supports the team to develop mutual concern and camaraderie.</p>
3. Manage and develop team performance	<p>3.1 The results achieved by the team contribute positively to the organisation's business plans.</p> <p>3.2 The manager encourages the team to exploit innovation and initiative.</p> <p>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.</p> <p>3.4 Team members share and enhance their knowledge and skills.</p>
4. Participate in and facilitate the work team	<p>4.1 Team members participate actively in team activities and communication processes.</p>

- 4.2 Individuals and teams take individual and joint responsibility for their actions.
- 4.3 The team receives support to identify and resolve problems which impede its performance

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisation's

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBFLM3013A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - the organisation of teams
 - team goal setting
- devolving responsibility/accountability to teams:
 - team dynamics
 - conflict resolution
 - gaining team commitment
 - monitoring and assessing team performance
- gain team commitment to the organisation's goals, values and plans
- the forms of bias/discrimination and how to deal with them

Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- Facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve 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 situations

(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 Services Competency Package

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 Level.

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.

BSBSBM0024A: Research business opportunities

Competency Descriptor:

This unit deals with the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity. It is suitable for those considering setting up a business.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify business opportunities.	1.1 Business opportunities are investigated and identified. 1.2 Feasibility study is undertaken to determine likely business viability. 1.3 Specialist services and sources of advice are identified where required. 1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated. 1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available.
2. Identify personal business skills.	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched. 2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel. 2.3 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity. 2.4 Business Risks are identified and assessed according to resources available and personal preferences.

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:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Business opportunities may be influenced by:

- expected financial viability
- skills of operator
- amount and types of finance available
- returns expected or required by owners
- likely return on investment
- finance required
- lifestyle issues

Business viability may include:

- opportunities available
- market competition
- timing/ cyclical considerations
- skills available
- resources available
- location and/ or premises available
- risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations

Business risks may be affected by and may include but are not restricted to:

- occupational health and safety and environmental considerations
- relevant legislative requirements
- security of investment
- market competition
- security of premises/ location
- supply and demand
- resources available

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Personal skills/attributes may include:

- technical and/ or specialist skills
- business knowledge and skills
- entrepreneurship
- willingness to take risks

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 of Variables.

(1) Critical Aspects of Evidence

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

- The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/ market climate and resources available.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for managing hazards relevant to the business opportunity.
- legislation and regulations relevant to the business operation
- methods for researching business opportunities
- principles of risk management relevant to the business opportunity
- methods of identifying relevant specialist services to complement the business opportunity

Skills

The ability to:

- apply literacy skills to enable interpretation of business information
- use numeracy skills for data analysis to aid research
- use research skills to identify a business opportunity and to conduct a feasibility study
- use analytical skills to assess personal attributes and to identify business risks
- relate to people from different social and cultural 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. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation

(5) Method of assessment

In order to achieve 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 situations. Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(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

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 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

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

BSBSBM0034A: Establish business and legal requirements

Competency Descriptor:

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1 Possible legal options for the business structure are identified. 1.2 Legislation, codes and regulatory requirements affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance.
2. Comply with legislation, codes and regulatory requirements	2.1 Systems are established to ensure the legal rights and responsibilities of the business are identified, and the business is adequately protected, especially in regard to Occupational Health and Safety, business registration and environmental requirements. 2.2 Taxation principles and requirements relative to the business are identified, and procedures are followed to ensure compliance. 2.3 Legal documents are identified; carefully maintained and relevant records are kept and updated to ensure their ongoing security and accessibility. 2.4 Insurance requirements are identified and adequate cover is acquired. 2.5 Compliance with legal and regulatory requirements monitored. 2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required.

3. Negotiate and arrange contracts.
- 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities the planned business direction is sought and confirmed.
 - 3.2 Potential products/services are investigated and assessed to determine procurement rights and to ensure protection of business interests where applicable.
 - 3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required.
 - 3.4 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan.
 - 3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan.

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:

Legal options for the business structure may be influenced by:

- preferences of owners
- requirements of financial backers
- confidentiality
- taxation
- superannuation
- ownership transfer
- partnership considerations

Ownership transfer considerations may include:

- ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc.

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS

OHS may also include:

- establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel
- developing workplace arrangements to consult employees

Legal rights and responsibilities may include:

- marketing the business in accordance with consumer legislation
- operating the business with a duty of care (Law of Torts)
- obligations imposed by choice of business structure

Record-keeping may include but is not restricted to:

- personnel, financial, taxation, OHS and environmental
- record-keeping may include:
 - workers compensation and rehabilitation;
 - hazardous substances register;
 - material safety data sheets;
 - manufacturers' and suppliers' information;
 - OHS audits and inspections;
 - first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

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

- award and enterprise agreements and relevant industrial instruments
- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice
-

Legal options for the business structure may include:

- company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

Taxation principles and requirements may include:

- Tax Registration Number (TRN), GTC registration, PAYE and pay roll withholding arrangements
- relevant taxation requirements/obligations for business

Legislation, codes and regulatory requirements may include:

- national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing e.g. (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts

Legal documents may include:

- partnership agreements
- constitution documents
- statutory books for companies (Register of Members, Register of Directors and Minute Books)
- Certificate of Incorporation
- Franchise Agreements and financial documentation
- appropriate software for financial records

Procurement rights to products and services may include:

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

Contracts with relevant people may include:

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Insurance requirements may include:

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by government legislation

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 of Variables.

(1) Critical Aspects of Evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements
- Interpreting compliance data and formulating appropriate action

(2) Pre-requisite Relationship of Units

- BSBSBM0054A: Develop a business plan

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant OHS responsibilities and procedures
- business registration and licensing requirements
- legal rights and obligations of alternative ownership structures
- relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- industrial law relevant to recruitment and dismissal of employees
- creation and termination of relevant legal contracts
- relevant industry codes of practice
- relevant consumer legislation

Skills

The ability to:

- interpret legal requirements, develop company policies and procedures and analyse compliance information
- use communication, reporting and consultation skills necessary for the business operation
- apply time management skills to prioritise tasks and to meet datelines
- relate to people from a range of social, cultural and 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

In order to achieve 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 situations

(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 should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable 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 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

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

BSBSBM0044A: Undertake financial planning

Competency Descriptor:

This unit deals with the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Analyse the financial requirements of the business	1.1	Income and outgoing expenditure is identified and assessed to plan for business viability.
		1.2	Costs associated with the production and delivery of the business' products/services are identified and documented.
		1.3	Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business.
		1.4	Contribution margins of products/services are considered to obtain the optimum sales mix.
		1.5	Profit projections are prepared to supplement the business plan.
2.	Develop a business plan	2.1	Profit targets/ goals set to reflect owners desired returns.
		2.2	Working capital requirements necessary to attain profit projections are identified.
		2.3	Non-current asset requirements are identified and alternative asset management strategies considered.
		2.4	Cash flow projections are prepared to enable business operation in accordance with the business plan and legal requirements.
		2.5	Capital investment requirements are identified accurately for each operational period.
		2.6	Budget targets are selected to enable ongoing monitoring of financial performance.
3.	Acquire finance	3.1	Start-up and ongoing financial requirements identified according to financial plan/budget.

- 3.2 Sources of finance, including potential financial backers, to provide required liquidity for the business are identified to complement business goals and objectives.
- 3.3 Cost of securing finance on optimal terms is investigated.
- 3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business.

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:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Pricing strategies may include:

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

Cash flow projections may include:

- customer credit policy / debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

Costs may include:

- direct / indirect costs
- fixed, variable, semi-variable costs

Pricing methods may include:

- mark up on cost
- hourly charge-out rates
- unit cost of production

Profit targets/ goals may include:

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/ gross fees or income
- cost of goods/ services sold
- gross profit/ net profit
- breakeven point

Financial backers may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

Financial plan may include:

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

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 of Variables.

(1) Critical Aspects of Evidence

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

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- financial decision making relevant to the business
- basic costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- breakeven analysis
- working capital cycles
- methods and relative costs of obtaining finance
- purpose of financial reports
- relevant accounting terminology
- basic accounting principles
- principles of budgeting
- principles for preparation of profit and loss statements
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts

Skills

The ability to:

- use numeracy concepts to analyse financial information regarding the business
- communicate including reporting
- relate to people from a range of social, cultural and 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

In order to achieve 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 situations.

(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 should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable 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 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 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.

BSBSBM0054A: Develop business plans

Competency Descriptor:

This unit deals with the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field: Small Business Management

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Identify elements of a business plan	1.1	Components of a business plan relevant to a business opportunity identified and reviewed.
		1.2	Purpose of the business plan is identified.
		1.3	Business goals and objectives are identified and documented, as a basis for measuring business performance.
2.	Develop a business plan	2.1	The business plan demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives.
		2.2	The financial plan identifies sources and costs of finance to provide required liquidity and profitability for the business.
		2.3	Marketing/ promotion strategies identify methods to promote the market exposure of the business.
		2.4	Production/operations plan identifies methods/means of production/operation to conform to business goals and objectives.
		2.5	Staffing requirements are identified as required to effectively produce/deliver products/services.
		2.6	Specialist services and sources of advice are identified where required, and costed in accordance with resources available.
3.	Develop strategies for minimising risks	3.1	Specific interests and objectives of relevant people are identified and their support of the planned business direction is sought and confirmed.
		3.2	Risk management strategies are identified and developed according to business goals and objectives and relevant legal requirements.

- 3.3 Contingency plan is developed to address possible areas of non-conformance to plan.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between schools 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

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

Business plan may include:

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/ operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances
- provisions for ensuring safety of members of the public and contractors visiting the premises/worksite

Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Risk management strategies may include:

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity
- Occupational Health and Safety requirements

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Contingency plan may include:

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

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 of Variables.

(1) Critical Aspects of Evidence

- the development of a business plan, which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for identifying hazards relevant to business.
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

Skills

The ability to:

- employ literacy skills to enable interpretation of business information
- use communication skills relevant to business performance
- use numeracy skills for data analysis
- ability to relate to people from a range of social, cultural and 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. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

(5) Method of Assessment

In order to achieve 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 situation.

(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 of Variables.

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

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 Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable 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 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 1	

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

CSBCOS0014A: Design and lay out salon

Competency Descriptor:

This unit deals with the skills and knowledge required to design and layout salon to ensure the safety of the operations and conform to all legal requirements.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Consult with interior designer	1.1 Ideas are shared and business plan introduced to the consultant. 1.2 Colour scheme selected is aided by colour templates. 1.3 Furniture and equipment are discussed with interior designer.
2. Decide on the type of salon operation	2.1 Decision made on type of salon layout depends on services that will be offered and type of clients.
3. Design and lay out area for specific service	3.1 Reception and waiting area fitted with chairs that are comfortable and sturdy to accommodate all types of client. 3.2 Styling and drying area are designed to meet specifications. 3.3 The skincare area is fitted with shower, water closet and operators facet. 3.4 Openings are designed to facilitate the physically and visually challenged clients. 3.5 Electrical apparatus meets required standards and are appropriately installed. 3.6 Cupboards, shelves, dispensers, air condition, sanitizers placed in appropriate areas. 3.7 Furniture is designed to meet industry standards. 3.8 Plumbing work and accessories are appropriately installed. 3.9 Service areas are fitted with appropriate facilities and are designed to meet customer satisfaction and statutory regulation.

RANGE STATEMENTS

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.

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

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Salon services may include:

- Chemical service offerings
- Treatment procedure for hair and scalp
- skin care treatment
- Nail care
- Spa treatment
- Body treatments
- Hair extensions
- Spa treatment

Types of clients may include:

- Aged
- Physically challenged
- Children
- Adults

Type of salon operation may include:

- Open style
- Full service

The following variables may be presented:

- Relevant sanitary requirement in regard to Occupational Health and safety
- Relevant building code

Salon lay out should take into account:

- Lighting
- Ventilation
- Heating

Openings may include:

- Internal and external doors
- Bathroom doors,
- Gate

Electrical apparatus may include:

- Heaters
- Air conditioner

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

(1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- The ability to lay out facility according to design specifications.
- The ability to design lay out specifications for any type of salon

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- salon furniture and equipments
- services offered in a salon
- colours that will enhance the salon decor
- different types of salon
- legislation, codes and standards relevant to the beauty industry

Skill

The ability to:

- coordinate colour
- select salon equipment
- identify space allocation for tools and equipment
- communicate effectively
- apply mathematical technique in calculating areas
- interpret and apply legislation, codes and standards relevant to the beauty industry
- design and lay out salon for specific services

(4) Resource Implications

The following resources should be made available:

- Quotation from different interior designer
- Floor plan for the space you would like to transform.

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken individually.

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 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

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

CSBCOS0024A: Manage finance

Competency Descriptor:

This unit deals with the skills and knowledge to manage finance in a beauty salon.

Competency Field:

Community Services – Beauty

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Prepare payroll	1.1	Hourly rates accurately researched and calculated.
	1.2	Hours worked properly checked and recorded.
	1.3	Changes affecting salary appropriately recorded and applied.
	1.4	Gross pay calculated correctly.
	1.5	Correct details of statutory and voluntary deductions applied.
	1.6	Non-taxable items appropriately treated.
	1.7	Net pay correctly calculated.
	1.8	Errors and discrepancies correctly identified and dealt with according to established policy.
	1.9	Accurate pay details compiled and recorded in a timely and systematic manner on the payroll register.
	1.10	Records up-to-date, accurate and properly filed.
	1.11	Pay advice slips prepared in the correct format within time specified.
	1.12	Confidentiality and security of information maintained at all times.
2. Make payroll payments	2.1	Methods of payment determined.
	2.2	Authorisation obtained from appropriate department/personnel for total payment of payroll.

- 2.3 Schedules correctly completed and passed to the bank at the appropriate time.
 - 2.4 Adequate arrangements made with bank to facilitate payroll payments.
 - 2.5 Receipt of payment acknowledged by signature placed on payroll register.
 - 2.6 Appropriate mode of communication or delivery used for transmitting information regarding payments.
 - 2.7 Queries concerning payments dealt with promptly and effectively.
 - 2.8 Unclaimed payments dealt with according to procedures.
 - 2.9 Errors and discrepancies identified and dealt with correctly according to policy.
 - 2.10 Security and confidentiality of information maintained at all times.
3. Prepare tax returns
- 3.1 All statutory and voluntary deductions carefully checked and totalled according to categories.
 - 3.2 Accuracy of information verified.
 - 3.3 Date prepared in the appropriate format for submission.
 - 3.4 Returns submitted (internally) in a timely manner in accordance with stipulated deadlines.
 - 3.5 Authorisation for payment obtained.
 - 3.6 Amounts entered on cheques and cheque stubs correspond with amounts on statements.
 - 3.7 Cheques properly authorised and signed in accordance with established policy.
 - 3.8 Returns filed with the relevant local and overseas institutions within the time stipulated.
 - 3.9 Appropriate method of payment selected.
 - 3.10 Appropriate method of delivery used for filing returns.

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- | | | |
|----|-----------------------------------|--|
| | 3.11 | Appropriate mode of communication used for transmitting information. |
| | 3.12 | Queries concerning returns dealt with efficiently and effectively. |
| | 3.13 | Security and confidentiality of information maintained at all times. |
| 4. | Receive and account for payments | |
| | 4.1 | Supporting documents checked to substantiate payments. |
| | 4.2 | Payment due calculated according to terms stated on supporting document. |
| | 4.3 | Cheques thoroughly examined for correctness and acceptability. |
| | 4.4 | Authorisation obtained for acceptance of checks, in accordance with the policy of the setting. |
| | 4.5 | Cash carefully counted and verified. |
| | 4.6 | Receipt accurately prepared for monies received. |
| | 4.7 | Cash, cheques and financial instruments kept securely. |
| | 4.8 | Security procedures implemented. |
| | 4.9 | Payments processed promptly. |
| 5. | Prepare and maintain cash summary | |
| | 5.1 | Payments accurately balanced and verified against receipts issued. |
| | 5.2 | Relevant information accurately recorded in the appropriate format. |
| | 5.3 | All entries legible and clear. |
| | 5.4 | Entries made promptly. |
| | 5.5 | Cash summary correctly totalled and balanced at the end of the each period. |

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| | 5.6 | Cash summary and supporting documents carefully filed in accordance with policy of the setting. |
| | 5.7 | Security and confidentiality procedures implemented. |
| 6. | Conduct routine banking transactions | |
| | 6.1 | Banking documents correctly completed. |
| | 6.2 | All calculations correct. |
| | 6.3 | All discrepancies and errors reported promptly. |
| | 6.4 | Accounts properly monitored and payments are made in a timely manner. |
| | 6.5 | Relevant advice and requests sent to the bank in a timely manner. |
| | 6.6 | Adequate banking supplies available for office use. |
| | 6.7 | Deposits and withdrawals handled and accounted for in the proper manner, according to procedures. |
| | 6.8 | Adequate arrangements in place for special banking facilities, as necessary. |
| | 6.9 | Banking facilities used in accordance with prescribed regulations. |
| | 6.10 | Records up to date, legible and accurate. |
| | 6.11 | Proper safety and security practices implemented. |
| | 6.12 | Confidentiality procedures implemented. |
| 7. | Maintain cash book | |
| | 7.1 | Appropriate cash book format selected to meet accounting needs. |
| | 7.2 | Entries made in the appropriate columns. |
| | 7.3 | Figures entered correspond with source documents. |
| | 7.4 | Date, cheque numbers and other particulars accurately entered. |
| | 7.5 | All entries legible and clear. |

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| | 7.6 | Entries made promptly. |
| | 7.7 | Cash book correctly totalled and balanced at the end of each period. |
| | 7.8 | All corrections done according to proper accounting practices. |
| | 7.9 | Source documents carefully filed in accordance with policy of the setting and legal requirements. |
| | 7.10 | Security and confidentiality procedures implemented and maintained. |
| 8. | Prepare banking reconciliation statement | |
| | 8.1 | Thorough comparative checks carried out on bank records and records of the setting, and appropriate notations made. |
| | 8.2 | Outstanding/unreconciled items accurately recorded. |
| | 8.3 | Adjustments made to records of the setting in accordance with proper accounting procedures. |
| | 8.4 | Revised balances accurately computed. |
| | 8.5 | Discrepancies noted, investigated and/or reported to the appropriate person. |
| | 8.6 | Security and confidentiality procedures implemented and maintained. |
| 9. | Administer float and petty cash systems | |
| | 9.1 | Records of transactions accurate and supported by correctly authorised documentation. |
| | 9.2 | Security and safety procedures for handling cash correctly followed. |
| | 9.3 | Float and petty cash records accurately balanced. |
| | 9.4 | Discrepancies identified and dealt with in accordance with given guidelines. |
| | 9.5 | Confidentiality procedures always followed. |
| | 9.6 | All payment requests checked for accuracy and authorisation. |
| | 9.7 | Appropriate work attitude displayed at all times. |

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| 10. Monitor and update accounts | 10.1 | Details for the identification of individual accounts correctly and accurately entered or relevant documentation. |
| | 10.2 | Entries accurately applied to correct accounts. |
| | 10.3 | Calculation of account balances accurately computed. |
| | 10.4 | Accounts monitored in accordance with policy and procedures of the setting. |
| | 10.5 | Inaccurate entries to accounts amended in accordance with procedures of the setting. |
| | 10.6 | Deposits and prepayments accurately accounted for. |
| | 10.7 | Accounts that exceed credit limits dealt with in accordance with policies and procedures of the setting. |
| | 10.8 | Appropriate action taken to deal with unexpected situations. |
| | 10.9 | Appropriate work attitude displayed at all times. |
| 11. Deal with and account for cash transactions | 11.1 | Details of money received or paid out recorded promptly, accurately, legibly and in the format and degree of detail required by the procedures of the setting. |
| | 11.2 | Receipts issued for monies received for purchases made on all practicable occasions. |
| | 11.3 | Monies received kept securely for handing to the authorised. |
| | 11.4 | Cash banked promptly on receipt by the appropriate person. |
| | 11.5 | Payments made only as authorised according to the procedures of the setting. |
| | 11.6 | Flexibility about payments made by families exercised only as agreed on within the policies of the setting. |
| | 11.7 | Any difficulty experienced in collecting payments due notified promptly to the appropriate person. |

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| 12. | Implement a budget | 12.1 | Information received about budgets shared with colleagues affected by expenditure limits. |
| | | 12.2 | Discretion exercised over expenditure with budgets consistent with making the operation of the provision as effective as possible and consistent with the policies of the setting. |
| | | 12.3 | Expenditure monitored regularly and accurately against budgets. |
| | | 12.4 | The appropriate person notified when agreed budget limits are approached. |

RANGE STATEMENT

The Range 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

Changes affecting salary may include:

- advice regarding suspension,
- no pay leave,
- promotions,
- acting allowances

Rates of pay may include:

- job rate
- piece rate
- time rates

Adequate arrangements may include:

- obtaining cash in adequate amounts and appropriate denominations,
- ensuring availability of funds to offset payroll cheques to be tendered

Work processes may be:

- manual processing,
- computerised processing

Payments may include:

- cash and cheque payments in local and foreign currency

Proper authorisation may include:

- vetting and signing cheques

Calculation of gross pay may include:

- basic pay,
- additions for overtime
- shift
- commission and other special payments

Employees may include:

- childcare workers
- secretarial
- ancillary workers

Voluntary deductions to include:

- trade union dues
- health insurance payments
- life insurance payments
- pension
- investment/savings remittances
- loan repayments

Errors and discrepancies may include:

- application of incorrect rates
- changes in salary not taken into account
- transposition errors

Queries may include those:

- from individual employees
- from bank
- from trade unions

Established policy may include:

- accepted accounting practices
- organisational procedures

Nature of work may include:

- delegating
- co-ordinating
- researching
- recording
- compiling
- calculating
- scheduling
- issuing instructions

Types of budgets may be:

- weekly
- monthly
- annual
- budgets planned by management
- own estimate on given projects

Statutory deductions include:

- Income Tax
- NIS
- NHT
- Education Tax

Method of delivery of information may be:

- by bearer
- by post
- by courier service

Relevant information may include:

- details of payment
- collections
- petty cash disbursements

Supporting documents:

- invoices for parents' fees
- bills for services and supplies

Banking documents may include:

- cheques
- deposit slips
- counterfoils
- direct debit forms
- standing order forms

Monitoring expenditure may include:

- maintaining accumulative record of daily purchases against budget
- calculating balances
- calculating variances
- determining cause of variances

Errors and discrepancies may include:

- changes in salary not taken into account
- transposition errors
- incorrect calculation of salary

Periodicity may include:

- monthly
- weekly
- fortnightly
- daily

Nature of work may include:

- delegating
- co-ordinating
- researching
- recording
- compiling
- calculating
- scheduling
- issuing instructions

Statutory deductions include:

- Income Tax
- NIS contributions
- NHT contributions
- Education Tax

Method of payment may include:

- company cheques
- manager's cheques
- personal cheques
- wire transfers

Comparative checks may include:

- comparison between cancelled check amounts and information on statement
- comparison between deposit slips and information on statement

Policy may include:

- accepted accounting practices
- organisational procedures

Special banking facilities may include:

- night safe facilities
- safety vaults
- temporary custody

Nature of queries may include:

- queries which are technical and highly confidential in nature

Safety and security practices to include:

- mode of transporting cash
- financial instruments/documents to and from the bank
- methods of packaging financial instruments/documents (e.g. cash pan, deposit bags, briefcases)
- timing of bank visits

Voluntary deductions may include:

- remittances for insurance
- credit union
- mortgages
- loans

Accounting systems may include:

- manual
- semi-automated
- automated

Types of cash book may include:

- two column
- four column
- six column cash book

Confidentiality may include:

- use of private facilities in carrying out duties
- handling sensitive information

Types of payments may include:

- weekly
- monthly
- annual
- regular
- occasional

Types of currency may be:

- local
- overseas

Information may include:

- changes in authorised limits
- revision of budget
- impending shortfall in projected income
- cost saving initiatives

Time stipulated may be by:

- company policy
- statutory requirement

Transactions may include:

- cash withdrawals from main cash accounts
- petty cash disbursements
- payments in and out

Monitoring and updating of accounts in relation to may include:

- ensuring credit limits are not exceeded
- disbursing and recording petty cash
- receive and record payments and issue receipts
- keeping the accounts in line with pre-payments
- deposits and contractual arrangement
- processing payments
- dealing with accounts receivable and account payable

Work role may include:

- assigning transportation responsibility to other staff members/external personnel
- undertaking transportation personally

Methods of payment may be by:

- cash
- cheque

Method of delivery may include:

- courier
- post
- bearer
- wire

Correctness and acceptability may include:

- black listed status
- fraudulent status

Supporting documents may include:

- contract
- more complex invoices

Adjustments may include:

- addition/subtraction of bank charges
- interest
- outstanding checks
- outstanding deposits

Discrepancies may include:

- transposition errors
- application of incorrect rate of interest,
- differences between words and figures on checks
- incorrect bank charge

Records of transaction:

- the use of an impress system
- details of payments in and out
- GCT and other charges
- petty cash records, defining expenditure heads

Accounts include:

- creditors, debtors (persons who supply products or services to the property, persons who use the services of the property on a credit basis)

Appropriate person include:

- accountant for the setting
- bank personnel
- internal auditor

Details for the identification of accounts include:

- names
- addresses
- telephone numbers

Security and confidentiality may include:

- restricted access to information,
- safe-keeping of documents

Authorised documentation:

- petty cash vouchers

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1) Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- Ability to prepare and make payroll payments
- Ability to receive and account for payments
- Ability to conduct routine banking transactions
- Ability to maintain accounting records
- Ability to implement budget

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Jamaican law as it relates to rates of pay for work undertaken by categories of workers
- procedures and policies which apply to government, private and non-governmental organisations
- audit requirements
- Jamaican law as it relates to statutory deductions
- the importance of thorough, scrupulous and efficient systems for conducting payroll payments
- proper arrangements for making payments through the bank
- policy regarding financial conduct and procedures for the setting
- security risks in making, delivering and receiving payment
- Jamaican law as it relates to tax and statutory deductions
- policies and procedures of the setting regarding taxation procedures for staff
- methods of keeping records of income and expenditure
- the worker's role in relation to the policies and procedures of the setting concerning authorisation of expenditure and flexibility about families' payment
- the worker's role and responsibility in relation to policies and procedures of the setting concerning the compiling of cash summaries
- bank procedures and regulations for an account holder
- safety security and confidentiality systems in operation at the bank
- procedures within the setting for designation and number of authorised signatories
- audit requirements in respect of banking transactions
- audit requirements in respect of maintaining cash records

Skill

The ability to:

- research hourly rates
- check and record hours worked
- record salary changes
- calculate gross pay
- apply deductions
- treat non-taxable items
- calculate tax and net pay
- correct errors
- compile and record pay details
- maintain records
- prepare pay advice slips
- deliver payment information
- communicate payment information
- maintain confidentiality and security
- determine payment method
- obtain authorisation for payroll
- complete schedules
- make arrangements with bank
- arrange receipt of payment
- communicate information regarding payment
- deal with payment queries
- deal with unclaimed payments
- deal with errors
- maintain security and confidentiality
- check statutory and voluntary deductions
- verify accuracy of information
- prepare data for submission
- calculate and submit returns
- obtain authorisation for payment
- enter amounts of payment on cheques and check stubs
- authorise cheques
- file returns
- select payment method
- transmit information
- deal with queries
- maintain security and confidentiality
- check supporting documents
- calculate payment due
- examine cheques

Underpinning Knowledge and Skills (Cont'd)

Knowledge

Knowledge of:

- role and responsibility of worker for maintaining cash records
- audit requirements in respect of preparation of bank reconciliation statements
- financial accounting requirements of funders or sponsors of the setting
- familiarity with accounting procedures adopted by the setting
- financial accounting requirements of funders or sponsors of the setting
- importance of obtaining receipts for purchases made with petty cash
- petty cash system including disbursing and authorisation procedures
- financial calculations
- effective oral and written communication skills
- documentation used in organisation
- operation of credit card imprinters
- foreign currency exchange
- completion of cheques and counterfoils
- reconciliation of invoices, credit notes and statement
- allowable discounts
- audit requirements
- the importance of separating monies held as income and as payments
- methods of keeping records of income and expenditure
- the worker's role in relation to the policies and procedures of the setting concerning:
 - authorisation of expenditure
 - flexibility about families' payments
- recording expenditure against budget limits
- recording expenditure against budget limits
- principle of calculating variances
- determining cause of variance
- importance of record keeping
- significance of budgeting and implications for the viability of an entity
- principles of budgeting

Skill

The ability to:

- obtain authorisation for cheques
- count cash
- prepare receipts for monies
- keep cash, cheques and financial instruments
- implement security procedures
- process payments
- balance payments
- record information
- compile cash summary
- file cash summary
- implement security and confidentiality procedures
- complete banking documents
- calculate
- report errors
- monitor accounts
- forward advice to bank
- make banking supplies available
- make deposits and withdrawals
- operate special banking facilities where necessary
- use banking facilities
- compile records
- implement safely and security practices
- implement confidentiality procedures
- select cash book
- make entries
- total cash book
- make corrections
- file source documents
- maintain security and confidentiality
- carry out comparative checks
- reconcile items
- adjust records
- compute revised balances
- report /investigate discrepancies
- maintain security and confidentiality

Underpinning Knowledge and Skills (Cont'd)Skill

The ability to:

- record transactions
- follow security and safety procedures
- balance float and petty cash records
- deal with discrepancies
- follow confidentiality procedures
- check payment requests
- display work attitude
- enter details identifying individual accounts
- account for deposits and pre-payments
- deal with accounts that exceed credit limits
- take action to deal with unexpected situations
- display work attitude
- record cash transactions
- issue and obtain receipts
- receive and keep monies
- bank monies
- make payments
- exercise flexibility regarding payments by families
- notify appropriate person regarding difficulties encountered in collecting payments
- share information regarding budgets
- exercise discretion over expenditure with budgets
- monitor expenditure against budgets
- notify appropriate person regarding budget limits

(4) Resource Implications

Competency in this unit may be assessed through access to:

- a childcare work place
- accounting records and source documents

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Content of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

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.

CSETDP0014A: Train small groups

Competency Descriptor:

This unit describes the skills and knowledge required to plan, deliver and review training provided for the purposes of developing competency on a one-to-one or small group basis.

Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for training	1.1	Specific needs for training are identified and confirmed through consultation with appropriate personnel.
		1.2	Training objectives are matched to identified competency development needs.
		1.3	Training approaches are planned and documented.
2.	Deliver training	2.1	Training is conducted in a safe and accessible environment.
		2.2	Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources.
		2.3	Strategies and techniques are employed which facilitate the learning process.
		2.4	Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s).
		2.5	A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s).
3.	Provide opportunities for practices	3.1	Practice opportunities are provided to ensure that the participant achieves the components of competency.
		3.2	Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.

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| 4. | Review training | 4.1 | Participants are encouraged to self evaluate performance and identify areas for improvement. |
| | | 4.2 | Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance. |
| | | 4.3 | Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives. |
| | | 4.4 | Training details are recorded according to enterprise and legislative requirements. |
| | | 4.5 | Results of evaluation are used to guide further training. |

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions

EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes.
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used.
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress.
- Trainer's self assessment of training delivery.
- Participant evaluation of training delivery.
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).
- May be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined.
- How the sequence of the training was determined.
- How appropriate personnel were identified.
- Why particular delivery method(s) were selected.
- How the characteristics of training participant(s) as identified.
- How the resource requirements were established.
- How participant progress was monitored.
- Why and how the training resources were selected.

How appropriate personnel confirmed training arrangements

- How participant(s) were informed of:
 - intended training outcomes
 - competencies to be achieved
 - on and/or off the job practice opportunities
 - benefits of practices
 - learning activities and tasks
 - assessment tasks and requirements

- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form.

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (e.g. OHS) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues

Skills

The ability to:

- Language, literacy and numeracy required skills to:
 - conduct discussions and ask probing questions to review the training
 - gather information (in spoken or written form) for review purposes
 - make verbal recommendations for delivery of future training
 - adjust language to suit target audience (training participant/appropriate personnel)
 - complete records on training
 - provide verbal feedback & report on training outcomes
 - follow and model examples of written texts
 - promote training in verbal or written form

Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

(4) Resource Implications

- Access to records system for training, information, and training participants and supervisory staff (where appropriate).

(5) Method of Assessment

Review of a portfolio containing the following

- Description of the specific training need and required competency outcomes .
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used .
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress .
- Trainer's self assessment of training delivery .
- Participant evaluation of training delivery .
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).
May be collected using specially designed forms/templates .

Questioning – oral/written relating to:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements

How participant(s) were informed of:

- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use 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. |

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| 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

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

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

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
- commitment to a premature path with the desirability of flexibility can lead to disaster
- 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 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 SkillsKnowledge

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.

CSBBTH0004A: Provide body treatments

Competency Descriptor:

This unit deals with those competencies required in performing a range of body treatments according to enterprise and industry standards.

Competency Field:

Beauty services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare client and work area for body treatments	1.1	Treatment area, operator and client are prepared for treatment according to health and hygiene requirements and salon procedures.	
	1.2	Client comfort, relaxation, privacy and confidentiality are ensured throughout service.	
	1.3	Treatment routine is selected and sequenced according to client's treatment plan.	
	1.4	Specific equipment and all relevant accessories are prepared according to treatment plan.	
	1.5	Treatment procedure especially with the use of electrical equipment is explained clearly and fully to the client.	
	1.6	Client is clearly and accurately advised of any possible physical effects of the treatment and home care required.	
	1.7	Client is reassured during treatment as required and all questions answered fully and accurately.	
	1.8	Room temperature is adjusted and client kept warm and appropriately covered according to client and treatment needs.	
	1.9	Metallic jewellery is removed from clients treatment area and operator where required.	
	1.10	Client's skin is prepared for specific treatment according to treatment plan.	
	1.11	All necessary working materials are prepared before beginning task.	

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| 2. | Assess client requirements | 2.1 | Client's requirements are accurately identified and treatment plan, including an appropriate body treatment, developed and accurately recorded as required. |
| | | 2.2 | Success of previous treatment procedure is reviewed, if applicable to assist client assessment. |
| | | 2.3 | Areas of the body requiring special treatment is identified and noted. |
| | | 2.4 | Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-actions are identified where applicable, explained to client, and referred to appropriate professional where required. |
| | | 2.5 | Massage movements and routine are identified and evaluated according to client's physical and psychological needs. |
| | | 2.6 | Range of massage movements including effleurage, petrissage, tapotement, pincement, vibration and a massage routine suitable for clients treatment plan is evaluated and selected. |
| | | 2.7 | Treatment products are selected applied and removed according to client characteristics treatment plan and product ingredients and manufacturers instructions. |
| 3. | Perform body massage techniques | 3.1 | Operator's hands and massage medium are warm throughout the treatment. |
| | | 3.2 | Techniques of massage are delivered according to clients requirements. |
| | | 3.3 | Massage movements and transitions are smoothed and applied with frequency according to treatment plan. |
| | | 3.4 | Rhythm, repetition and variation of massage movements are suitable to elasticity of skin, degree of subcutaneous fat, treatment products and clients relaxation needs. |
| | | 3.5 | Massage routine is evaluated and modified during treatment, according to client responses. |
| | | 3.6 | Length of massage routine suited to the clients needs. |
| | | 3.7 | Client's response is monitored throughout the treatment and massage techniques adapted as required. |

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|----|------------------------------------|------|--|
| 4. | Apply body treatment products | 4.1 | Area to be treated is prepared according to treatment requirements and manufacturers instructions. |
| | | 4.2 | Treatment routine is selected and sequenced according to client treatment plan. |
| 5. | Provide electrical body treatments | 5.1 | Equipment/apparatus is prepared for treatment according to treatment plan and client requirements. |
| | | 5.2 | Equipment is correctly and safely utilised in accordance with manufacturers' instructions and Occupational Health and Safety Regulations. |
| | | 5.3 | Faradic low frequency current is used for electro neuromuscular stimulation treatment for cellulite treatment or body muscle tone according to treatment plan as required. |
| | | 5.4 | Frimator brush treatment is provided, to encourage desquamation of the epidermis to prepare for further electrotherapy according to treatment plan as required. |
| | | 5.5 | Galvanic current is used for iontophoresis of appropriate cellulite product to body parts/s according to treatment plan as required. |
| | | 5.6 | Lymphatic circulation is accelerated by electrotherapy with vacuum suction, to encourage dispersal of mild oedema, and cellulite according to treatment plan as required |
| | | 5.7 | Hyperaemia is accelerated by use of vapour zone, high frequency machine, infra red light therapy or hydrotherapy as required. |
| | | 5.8 | Gyratory and vibratory apparatus are used on the body/body parts to encourage relaxation and circulatory stimulation according to treatment plan as required. |
| | | 5.9 | Feedback is elicited from client during treatment and required remedial action taken if indicated. |
| | | 5.10 | Reassurance is given to the client throughout the treatment. |
| | | 5.11 | Treatment routine/procedure is identified and applied according to client's physiological and psychological needs as required. |

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|----|--------------------------|-----|--|
| 6. | Provide aftercare advice | 6.1 | Questioning and active listening are used to obtain client feedback. |
| | | 6.2 | Future treatment program is recommended according to clients needs. |
| | | 6.3 | Treatment plan is revised as required. |
| | | 6.4 | After care advice and guidelines are accurately provided according to clients needs. |
| | | 6.5 | Product recommendations are made according to client requirements and manufacturer's instructions. |
| | | 6.6 | Client is rebooked according to agreed treatment plan. |

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:

- Salon policies and procedures in regard to the performance of a body treatment
- Salon hygiene policies and procedures
- Relevant Occupational Health and Safety regulations
- State and local health regulations
- Industry codes of practice
- Salon product range and manufacturers instructions
- Salon time-frame allocated for the performance of a body treatment

Skin care/treatment products may include:

- exfoliants, friction, biological and chemical
- setting masks
- non-setting masks
- specialised masks
- tanning products
- specialised body treatment products
- toning lotions
- moisturisers
- cosmetic treatment ampoules

Body treatments may include:

- body massage
- exfoliation
- fake tan application
- bust treatments
- specific skin treatments for body areas
- body wrap
- superficial lymph drainage

Massage medium/lubricants may include:

- oils/gels
- creams/milks/powder

Treatment area may include:

- body or body part

Pigmentation disorders

- vitiligo
- chloasma
- freckles
- lentigo
- haemangioma
- dilated capillaries
- split capillaries
- strawberry naevus
- spider naevus
- port wine stain

Contra-indications/precautions may include:

- contagious and non contagious skin diseases/disorders
- fragile skin
- respiratory diseases
- cuts, bruises, trauma to skin
- burns, including sunburn
- claustrophobia
- metal plates or pins, electronic implants
- severe circulatory disorders (high/low blood pressure)
- thrombosis, embolism, phlebitis
- epilepsy
- diabetes
- dysfunction of nervous system or excretory system
- areas of recent scar tissue or on areas exhibiting loss of tactile sensation
- abdominal area treatments for pregnant or menstruating women
- areas surrounding hernias
- cuts, swelling, recent operations, fractures or sprains
- heart conditions
- varicose veins in advanced stage
- conditions requiring medical attention, especially skin cancer

Appropriate professionals may include:

- medical practitioner/specialist referral to appropriate professionals

Appearance and management of specific treatment complications/contra-actions may include:

- allergic reactions of the skin or body to treatment or products
- erythema or inflammatory reaction to, treatment or product
- psychological reactions of the client, to the electrical current, treatment or product
- conditions which indicate client referral to a medical practitioner or other professional

Classic and common massage techniques may include:

- effleurage
- petrissage
- tapotement
- pincement
- vibrations
- friction
- kneading
- cupping
- pumping
- wringing
- flicking
- draining
- percussion
- hacking
- rolling

Length of treatment may be varied to suit the elasticity of skin, skin condition, degree of subcutaneous fat, client physical and psychological state.

Abnormal conditions may be contagious or non contagious.

Contagious conditions may include:

- bacterial, viral or fungal infections
- herpes
- impetigo
- warts
- scabies
- boils and carbuncles
- erysipelas
- candidiasis

Special precautions may need to be taken with the following conditions:

- claustrophobia
- active acne
- loose crepey skin
- respiratory disorders/circulatory/excretory disorders
- client's with non active infectious diseases e.g. hepatitis, Aids/HIV
- epilepsy

Non- contagious conditions may include:

- acne
- vulgaris, rosacea, cystic
- dermatitis
- psoriasis
- eczema
- atopic
- discoid
- dishydrotic
- pityriasis alba
- winter eczema
- varicose eczema
- rashes
- dry skin
- ichthyosis/excessively dry skin
- sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
- pigmentation disorders

Client expectations/requirements may include:

- improved skin condition
- improved visual appearance of scar tissue or abnormal skin condition
- relaxation
- improved muscle tone
- altered contour
- improved cellulite condition

Future treatment program recommendation may include:

- client needs
- manufacturers specifications
- product use and may need to take into account the client's financial status

- hypertrichosis
- hirsutism
- disorders of aging skin
- sun related disorders, sun burn, sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes including puberty, menopause, premature aging, anorexia, anaemia
- moles, lesions
- milia, open and closed comedones
- various types of cysts
- open pores
- ephelides
- trauma, bruises, significant scarring
- allergic reactions
- other visible non normal skin

Contra-actions may include:

- erythema arising from skin care products
- massage medium
- skin blemishes due to massage stimulation

Remedial action may include:

- adaptation to treatment routine according to client's physical, physiological, and psychological requirements

After care advice may include:

- dietary habits, life style, home care products and future treatments

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

(1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated.

- salon policies and procedures industry codes of practice in regard to the performance of body treatments
- local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs,
- refer clients to appropriate professional as required
- develop and record a treatment plan including:
 - select massage movements and electrical treatments to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone
- apply a variety of treatment products, massage mediums/lubricants according to the range of variables
- prepare the body for treatment including body treatments to be undertaken pre or post electrical treatment
- apply a variety of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables
- consistently use time effectively and to control product waste
- evaluate a body treatment and to advise the client on future treatments, home care and complementary products
- determine the physical appearance of various skin types

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- salon policies and procedures industry codes of practice in regard to the performance of body treatments
- local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- the transmission routes of infectious conditions
- a variety of treatment products, massage mediums/lubricants according to the range of variables
- a variety of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables
- the effects and benefits of a defined range of salon skin care and body treatment products
- factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of each step in body treatments
- anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
- a simplified cross-section of skin
- glands as they relate to basic skin function

Skill

The ability to:

- apply salon policies and procedures industry codes of practice in regard to the performance of body treatments
- apply state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- apply safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers' instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
 - body areas requiring special treatment
 - range of appropriate treatment products and application techniques

Underpinning Knowledge and Skills (Cont'd)Knowledge

Knowledge of

- skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
- phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
- normal process of skin aging and structural change
- physiological basis of skin colour
- electromagnetic spectrum and effect of light on the skin
- normal skin response to irritation and trauma
- scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
- the effects of salon treatments on the physical structure of the skin
- trans epidermal water loss
- wound healing in different skin types and locations
- percutaneous absorption and factors affecting penetration of cosmetics
- normal body flora
- the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves
- skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments including: deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior

Skill

The ability to:

- range of appropriate massage movements and treatment procedures
- range of appropriate electrical equipment and treatment procedures
- review of previous treatments
- select massage movements and electrical treatments to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone
- apply a variety of treatment products, massage mediums/lubricants according to the range of variables
- prepare the body for treatment including body treatments to be undertaken pre or post electrical treatment
- apply a variety of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables
- to consistently use time effectively and to control product waste
- evaluate a body treatment and to advise the client on future treatments, home care and complementary products
- determine the physical appearance of:
 - various skin types
 - normal skin
 - abnormal skin conditions
 - minor skin blemishes

Underpinning Knowledge and Skills (Cont'd)Knowledge

Knowledge of:

- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
- abnormal skin conditions; their appearance, and symptoms
- the categories of massage, motor points and reflex points
- the classifications, benefits and application of effleurage, petrissage, tapotement, vibratory massage movements
- the causes of skin reactions/allergies in regard to body treatments
- basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid
- the relationship between nutrition and healthy skin particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure
- cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances
- the operators legal and insurance liabilities and responsibilities in regard to services, especially electrical treatments, and to use and preparation of treatment products the importance of the appearance and posture of operator

(4) Resource Implications

The following resources should be made available:

- access to clients presenting with a range of body treatment requirements
- a professional massage couch in a fully equipped massage treatment area
- client record system and a range of body treatment products

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and 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.

CSBCOS0043A: Provide specialist hair colour services

Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of specialist hair colour services on clients. Services incorporate a combination of techniques to produce a current commercial fashion result.

Competency Field:

Beauty - Cosmetology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Consult and analyse for colour and lightening services	1.1 The finished result is suggested and pre-determined with the client, including a variety of techniques/procedures and products which may be used in a range of combinations to produce specialist colour service. 1.2 Specialist colouration aims are clearly determined. 1.3 A variety of techniques are selected and combined to produce a range of specialist colour services. 1.4 A range of products appropriate for a variety of specialist hair colouring techniques are selected according to client requirements
2. Develop advance product knowledge and application techniques	2.1 Product knowledge developed, maintained and conveyed to other staff members as required. 2.2 Technical solutions, techniques and application procedures researched, developed, applied, and conveyed/demonstrated to other team members
3. Perform colour deposit/lifting service	3.1 Colour deposit/lifting products applied and removed according to the design requirements. 3.2 Specialist application techniques are used according to the design requirements. 3.3 Colour service is performed without damage to the hair, scalp, skin or clothes. 3.4 Colour result is consistent with the design requirements. 3.5 Client satisfaction is confirmed.

4. Perform specialist colour corrective service	4.1	Consultation performed to accurately determine the condition and type of hair.
	4.2	Colour problem is analysed and evaluated to determine technical solutions.
	4.3	A range of possible solutions offered and confirmed with client.
	4.4	A variety of colour corrective techniques and products are selected and combined to produce a result that is consistent with the client requirements.
	4.5	Colour corrective products mixed, applied processed and removed according to the design requirements.
	4.6	Colour corrective service is performed without damage to the hair, scalp, skin or clothes.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the performance of temporary, semi-permanent and permanent colour and lightening services.
- ethical standards
- client service standards
- designated operating hours

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

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Colour correction techniques may include:

- pre-softening
- pre-pigmentation
- colour lightening
- colour fillers in line with manufacturers' specifications
- Deposit technique

Products may include:

- temporary, semi-permanent, demi-permanent, permanent colour, lightening and other relevant products from various manufacturers' product ranges and appropriate to the commercially operating salon range

Hair colouring may be performed on clients:

- with different hair textures, colour, styles and effects and hair growth patterns
- with a variety of colour and lightening problems
- with virgin hair or a range of pre-existing hair colouring products on the hair
- requiring full head and partial head colours
- requiring current commercial and classic effects

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of a range of hair colour services on clients incorporating a combination of techniques to produce current commercial fashion result.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of a range of hair colour services on clients
- incorporate a combination of techniques to produce current commercial fashion result in the appropriate context and to the level acceptable by the enterprise
- apply knowledge of safe work practices in regard to the provision of services, and safe use of product to Occupational Health and Safety regulations/requirements
- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure clients' comfort and safety throughout the service.
- apply and develop new criteria and techniques
- be innovative and resourceful in the use of colour application tools

Note: Hair colouring products, tools and techniques must not be limited. Creativity and imagination is expected to be used at all times and innovation and resourcefulness in the selection and application of techniques is to be emphasised

(2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A "Prepare clients for salon services
- CSBCOS0032A "Sell Products and Services".
- CSBCOS0102B "Perform semi-permanent hair colour services
- CSBCOS0011B Perform temporary hair colour services
- CSBCOS0192A Permanent hair colour services

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary, semi-permanent, demi-permanent and permanent colour and lightening services
- current available salon services, procedures and product range including:
 - preparation of the service area
 - preparation of products and equipment
 - manufacturers' instructions for products and equipment
 - preparation of the client including gowning/draping
 - care and protection of client
 - selection, processing, timing and application of a variety of temporary, semi-permanent, demi-permanent permanent colour and lightening products
 - selection, application and removal of colour and lightening conditioning products
- the factors likely to affect the suitability of each salon process to clients' needs
- effects on the hair colour on hair condition, hair growth patterns
- the use of various tools and techniques to produce a range of hair colouring and lightening effects
- the importance of correct removal of colour products from the hair
- the colour wheel and its importance in the selection of hair colouring and lightening products
- manufacturers colour chart systems the elements and principles of design
- the effects of hydrogen peroxide on the hair and hair colour
- the effects of colour/lightening products onto hair and skin
- the effects of metallic-based products on the hair

Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- read, accurately interpret and consistently apply manufacturers' instructions for temporary, semi-permanent, demi-permanent and permanent colour and lightening products
- consistently select, prepare, apply and remove products according to manufacturers' instructions and salon procedures
- achieve outcomes as discussed and agreed with the client
- analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
 - natural hair , texture, porosity, density, elasticity
 - percentage of white hair
 - level and type of existing colour
 - existing chemical services
 - presence of lightening agents or artificial air colourants on hair
 - length
 - client's skin tone, facial features, hair growth patterns, and characteristics or limitations
 - client preferences/expressed requirements/occasion/
- perform and analyse the outcomes of skin tests
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements

Underpinning Knowledge and Skills (Cont'd)Knowledge

Knowledge of:

- processing and development timings for a defined salon colour and lightening product range(s)
- the action and durability of temporary, semi-permanent, demi-permanent and permanent colours and lightening on the structure of the hair
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- colouring and lightening products which are appropriate to the desired outcomes and pre-determined design
- a range of colour correction problems and remedies
- safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

Skills

The ability to:

- consistently select techniques and apply procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions, salon procedures and client requirements
- consistently select colouring and lightening products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- analyse and assess a range of colour correction problems and planning a pre-determined course of action to achieve outcomes as discussed and agreed with the client
- consistently use time effectively and to perform services within defined commercial times
- evaluate the completed hair colour and/or lightening and confirm client satisfaction with the finished result
- correctly select, apply, and process various manufacturers' product ranges in temporary, semi-permanent, demi-permanent and permanent hair colour correction services
- consistently use time efficiently
- apply salon policies/procedures in regard to the performance of a range of hair colour services on clients
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

(4) Resource Implications

The following resources should be made available:

Access to clients presenting with a range of requirements for hair colour services incorporating a combination of techniques to produce current commercial fashion result in a salon/simulated assessment area.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as: One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.

(4) Method of Assessment

Evidence may be collected in a variety of ways including:

- Practical demonstration
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of hair colour services incorporating a combination of techniques to produce current commercial fashion result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

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

Collecting, analysing and organising ideas and information	Level 3	
Communicating ideas and information	Level 3	
Planning and organising activities	Level 3	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 2	

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

CSBCOS0044A: Identify and treat physical hair condition and scalp disorders

Competency Descriptor:

This unit deals with the skills and knowledge required to identify physical hair and scalp disorders, apply treatments and make referrals where appropriate.

Competency Field

Beauty

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Consult with and prepare client for service	1.1	Client is draped using appropriate cape for consultation.
		1.2	Data is collected from client using record form with medical history, life style, product and chemical usage etc.
		1.3	information is discussed and collected from client.
		1.4	Hair and scalp are examined for visible disorders using appropriate equipment and test.
		1.5	Appropriate treatment products are selected.
		1.6	Examination is conducted in a private /closed area.
		1.7	Contra-indicators are identified and your findings and recommended approach are explained to the client.
2.	Treat hair and scalp for the specific condition	2.1	Hair is detangled using a wide tooth comb or brush.
		2.2	Clarifying treatment is applied to remove deposits from the hair shaft.
		2.3	Hair is wet using warm water, and emulsify cleansing shampoo is applied to the hair shaft while following manufacturers instructions.
		2.4	Scalp is massaged and pressure applied where appropriate depending on client's health.
		2.5	Appropriate treatment is applied that will correct findings.
		2.6	Heat treatment is applied where appropriate.
3.	Make recommendation for after care and follow-up treatment	3.1	Follow-up treatment plan is discussed with client.
		3.2	After care products and their use are recommended.

RANGE STATEMENTS

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:

Specialist equipment and material may include:

- magnifying lamp
- Infra-red lamp
- heating cap
- high frequency unit
- Hair steamer
- microscope

Hair shaft maladies may include:

- Split ends
- Beaded hair
- Damaged cuticle
- Moisture imbalance
- Chemical or elasticity damage
- Dandruff
- Mild form of alopecia

Contra- indications may include:

- Pediculosis
- Tinea capitis
- Psoriasis
- dermatitis

Test may include:

- Elasticity
- Density
- Porosity
- Compatibility

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

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Appropriate treatment may include:

- Conditioner
- Re-constructor
- Moisture treatment

Recommended Approach may include:

- Referral to General Practitioner or Dermatologist
- On-site treatment

Heat treatment may include:

- Infra-red
- Thermal cap
- Hair steamer

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

(1) Critical Aspects and Evidence

Evidence of the following needs to be demonstrated:

- The ability to consult with and prepare client for service
- The ability to identify and treat hair and minor scalp disorders
- The ability to make recommendations for after-care and follow-up treatment

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types and structure of hair
- types and structure of skin
- contra-indications
- features and benefits of corrective treatment products and equipment
- hair shaft maladies
- legislation, codes and standards relevant to the industry

Skill

The ability to:

- communicate effectively to elicit information from client
- identify contra-indications
- identify and treat hair and scalp maladies
- use treatment products and equipment
- interpret and apply legislation, codes and standards relevant to the industry
- recommend follow-up treatment and after care products and programs

(4) Resource Implications

The following resources should be made available:

- treatment products and equipment
- salon setting and clients with varying hair and scalp condition

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting assessment should be while tasks are undertaken individually.

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 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 3	

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

CSBCOR0015A: Facilitate and capitalise on change and innovation

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively facilitate and capitalise on change and innovation to promote growth and development of an organization.

Competency Field:

Salon Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Participate in planning the introduction of change	1.1	The manager contributes effectively in the organisation's planning processes to introduce change.
		1.2	Plans to introduce change are made in consultation with designated individuals/groups.
		1.3	The organisation's objectives and plans to introduce change are explained clearly to individuals/teams.
2.	Develop creative and flexible approaches and solutions	2.1	Alternative approaches to managing workplace issues and problems are identified and analysed.
		2.2	Risks are assessed and action is taken to achieve a recognized benefit or advantage to the organization.
		2.3	The workplace is managed in a way, which promotes the development of innovative approaches and outcomes.
		2.4	Creative and responsive approaches to resource management improve productivity and services and/or reduce costs.
3.	Manage emerging challenges and opportunities	3.1	Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities.
		3.2	Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively.
		3.3	The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organization.
		3.4	Individuals/teams are kept informed of progress in the implementation of change.
		3.5	Recommendations for improving the methods/techniques to manage change are negotiated with designated individuals/groups.

RANGE STATEMENTS

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:

Frontline management will normally be engaged in a workplace context where they:

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for They may use legislation, codes and national standards relevant to the workplace including: the preparation of the department's annual operational plan
- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

Manager refers to:

- a person with frontline management roles and responsibilities, regardless of the title of their position

Designated individuals/groups includes:

- those who have a stake in the change and innovation

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects 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

OHS considerations may include:

- provision of information about OHS in context of change and the organisation's OHS policies, procedures and programs
- implement and monitor participative arrangements for management of OHS in context of change
- OHS hazard identification, risk assessment and control
- implement procedures for dealing with hazardous events

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.

In order to achieve 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 situations.

(1) Critical Aspects and Evidence

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

- identifies opportunities to improve performance in consultation with appropriate individuals/groups
- develops flexible and creative approaches and strategies to introduce and manage change and innovation
- assesses risks associated with the introduction of change
- provides coaching and mentoring support to facilitate change

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
 - managing change and innovation
 - assessing risks
 - the management styles which facilitate change
 - the organization's processes and procedures to plan and introduce change
 - the sources of change and how they impact on the organization
 - the factors which lead/cause resistance to change

Skill

The ability to:

- apply functional literacy skills to access and use workplace information
- apply communication skills including researching and analyzing information, reporting
- influence the organization's culture so that it is receptive to change and innovation
- monitor trends in the internal and/or external environment
- respond positively to new situations/challenges
- evaluate alternative proposals for change
- draw on the diversity of the workplace to assist the organization benefit from change
- manage resistance to change
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

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

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

(5) Method of Assessment

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.

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 AQF level. Refer to the Key Competencies Levels at the end of this unit.

(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.

CRITICAL EMPLOYABILITY SKILLS

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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
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.