

## Appendix 5

### **Competency Based Training and Units of Competency in Recordkeeping Business Services Training Package**

Post compulsory education for virtually all Australian industries is now covered, in the VET (Vocational Education & Training) sector, by competency standards. These competency standards have, in most cases, been incorporated into Training Packages. Training Packages consist of the endorsed components of (1) competency standards, (2) assessment guidelines, and (3) qualifications that describe the means by which individuals may be assessed and trained and granted nationally recognised Statements of Attainment of competency for individual units, or Qualifications. 'Training Packages are a key feature of vocational education and training for industries in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simpler, flexible and more relevant to the needs of industry. ... Training Packages are developed by industry, for industry. ... Training Packages encourage training at work. ... Training Packages provide many pathways for people to become competent.'

(Business Services Training Australia Ltd. Sept 2001, *BSBO1 Business Services Training Package*, Vol 1, Page 33)

Representatives of both the ASA and RMAA were active members of the national committees established to develop the Competency Standards in Records and Archives, endorsed in November 1997, and to review those standards for inclusion in the Business Services Training Package endorsed in September 2001.

The Business Services Training Package includes twenty-one Recordkeeping units of competency ranging across Levels 3 to 6. In addition there are as many as twelve recordkeeping related units, across Levels 1 to 4, from the 'Common' area that are also considered to be of relevance to all other 'Domains' that make up the Business Services industry.

It is important to note that the revision of the 1997 Records and Archives Competency Standards positioned those that had previously been at AQF Level 7 (Bachelor Degree), at Level 6 (Advanced Diploma). This has rendered the highest-level current standards below the AQF Bachelor Degree level and therefore not suitable to be used to assist in the development of course content in the Higher Education sector.

The following are the names and numbers of the twenty-one Recordkeeping units.

- BSBRKG301A Control records
- BSBRKG302A Undertake disposal
- BSBRKG303A Retrieve information from records
- BSBRKG304A Maintain business records
- BSBRKG401A Review the status of records
- BSBRKG402A Provide information from and about records
- BSBRKG403A Set up a business or records system for a small office
- BSBRKG406A Monitor and maintain records in an online environment

BSBRKG501A	Determine business or records system specifications
BSBRKG502A	Manage and monitor business or records systems
BSBRKG503A	Develop and maintain a classification scheme
BSBRKG504A	Develop terminology for activities and records
BSBRKG505A	Document or reconstruct a business or records system
BSBRKG601A	Define recordkeeping framework
BSBRKG602A	Develop recordkeeping policy
BSBRKG603A	Prepare a functional analysis for an organisation
BSBRKG604A	Determine security and access rules and procedures
BSBRKG605A	Determine records requirements to document a function
BSBRKG606A	Design a records retention and disposal schedule
BSBRKG607A	Document and monitor the record-creating context
BSBRKG608A	Plan management of records over time

These units have been 'packaged' with other units to form the following qualifications in Recordkeeping:

- BSB30401 Certificate III in Business (Recordkeeping)
- BSB40301 Certificate IV in Business (Recordkeeping)
- BSB50301 Diploma of Business (Recordkeeping)
- BSB60101 Advanced Diploma of Business (Recordkeeping)

Refer to the Qualifications Guide in Volume 1 of the *BSBO1 Business Services Training Package* for details.

Concurrent with the development of Units of Competency and Training Packages has been (1) the deregulation of the VET sector of post compulsory education, and (2) the development of the AQF (Australian Qualification Framework). The AQF has established a set of 12 qualification levels accepted as the standard across Australia. The VET sector most commonly provides training and assessment to achieve the following qualifications:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

The Higher Education sector also provides training and assessment to achieve qualifications at the Diploma and Advanced Diploma levels.

Deregulation of the VET sector has meant that any person or organisation that meets the criteria to be registered by a State Training Authority as a Registered Training Organisation may train and assess individuals in accordance with endorsed Industry Training Packages and the Australian Quality Training Framework.

So we now have the standards and the qualifications by which individuals might be assessed as competent in Recordkeeping - but there appears to be very few qualified assessors and trainers deemed, in accordance with the Australian Quality Training Framework, to be competent in Recordkeeping

sufficient to possess the qualifications and therefore be able to train and assess others.

The Business Services Training Package (Vol 1, page 144) states “Assessors must have the following assessment units of Competency from the Training Package for Assessment and Workplace Training, or have demonstrated the equivalent competencies:

BSZ401A Plan Assessment  
BSZ402A Conduct Assessment;  
BSZ403A Review Assessment, and  
The relevant vocational competencies, at least to the level being assessed.”

After describing other recommended skills, knowledge and attributes, the Package states “All assessors who are engaged in assessing against the Business Services Training Package must be either:

- Employed by an RTO, or
- Acting under the registration of an RTO eg, an assessor working in an enterprise that has a partnership arrangement with an RTO.

The Business Services Training Package provides a range of options for meeting these assessor requirements.” Then follows (pages 145 & 6) the details of these options which are titled respectively:

Single assessor – An individual assessor conducts the assessment

Partnership arrangement – An assessor works with a technical expert to conduct the assessment

An assessor works with workplace supervisor in collecting evidence for valid assessment

Assessment team panel – A team working together to conduct the assessment.

Until sufficient trainers and assessors become available the competency standards produce few of the benefits intended. Competent individuals remain unrecognised; those with some skills and knowledge must struggle to determine what training they should be undertaking to fill any gaps; and interested individuals experience considerable difficulty in finding anyone to provide them with training or assessment that will lead to a recognised qualification.

Ironically the National Training Information Service listed, on 21/10/2002, the following numbers of RTOs including Recordkeeping qualifications in their ‘scope’.

50 RTOs including the Certificate III in Business (Recordkeeping)

34 RTOs including the Certificate IV in Business (Recordkeeping)

22 RTOs including the Diploma of Business (Recordkeeping), and

### 13 RTOs including the Advanced Diploma of Business (Recordkeeping)

Enquiries with the SA VET Quality Branch were met with the advice that RTOs will include qualifications in their scope so that they may make arrangements to provide training and assessment if there proves to be a demand without having to first extend their scope. That these qualifications are in their scope does not necessarily mean that the RTOs are able to offer training and assessment without notice.

Following advice from the Quality Branch contact was made with the ABC Manager of Accredited Training, Chris Casey, to seek her advice on how to short-cut the process of acquiring competent trainers and assessors in Recordkeeping. A process called 'deeming' has developed. Chris has been involved in two cases of deeming that have been acceptable to the SA VET Quality Branch.

The process involves (1) the formation of a Deeming Panel consisting of three industry specialists, one representative of the National ITAB, the head of the relevant RTO and an RTO assessor, and an independent assessor to oversee the whole process. (2) A prerequisite is that the RTO must include Recordkeeping in its scope to the level of deeming to be undertaken. This can be done only if the RTO is able to demonstrate to the Quality Branch that it meets the twelve AQTF criteria for training and assessing in Recordkeeping at the appropriate levels. (3) To do this it must enter into a formal partnership with a body (such as the ASA) that is willing and able to provide these resources. (4) The partner must pay for the expansion of the RTO's scope. (5) The partner is required to prepare the documentation to extend the RTO's scope, and (6) the documentation detailing the deeming process, which includes the preparation of an Assessment Booklet (detailing skills and knowledge for which evidence must be provided) that is made available to each deemees and to the Deeming Panel.

If the ASA or RMAA are to direct interested parties to RTOs able to provide the required training and assessment, they may pursue a number of strategies two of which might be (1) to participate in a Deeming Panel or (2) encourage aspiring Recordkeeping assessors to pursue one of the options listed in the Business Services Training Package.

Competency based training has the benefits of providing nationally accepted qualifications to students who can provide evidence of their competence in a number of units of competency described in the appropriate Training Package. That evidence can be produced in the course of (1) having prior learning recognised (RPL), (2) having existing competence assessed to identify training needs, (3) undertaking workplace training via a traineeship or New Apprenticeship or attendance at accredited courses within the workplace. The variety of ways in which training can be delivered is virtually limitless and depends on the imagination of the trainers and trainees. The key to the process is assessment, involving providing evidence of competence to the level described in each unit of competency. Consistency of assessment is

assured by the application by State Training Authorities of the AQTF (Australian Quality Training Framework).