Cross-sector Online and Social Media Training Package Products

SIR Retail Services Training Package V4.0

Companion Volume Implementation Guide

This Companion Volume Implementation Guide is published by:

Acknowledgements

Contents

Version control and modification history

This table tracks modifications to training components in this Training Package made after the initial release. The latest version of the Implementation Guide is shown on the top row. Please check that you are using the current version of the SIR Retail Services Training Package by accessing information from training.gov.au.

Table 1: Training Package Version, release dates and respective updates

Training Package Version	Release Date	Comments

4.0	*Insert date following endorsement and release on TGA.*	Fourth release of the SIR Retail Services Training Package.
		
		Inclusions of:
		• Four new Skill Sets for Online & Social Media:
		  • SIRSS00018 Understand the use of social media for business purposes Skill Set
		  • SIRSS00019 Implement social media and online customer engagement Skill Set
		  • SIRSS00020 Manage and implement social media and online customer engagement Skill Set
		  • SIRSS00021 Develop an online presence for customer engagement Skill Set.
		
		• Seven new Units of Competency and associated Assessment Requirements for Online & Social Media:
		  • SIRXOSM001 Identify and review social media and online platforms for organisational use
		  • SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
		  • SIRXOSM003 Use social media and online tools
		  • SIRXOSM004 Analyse performance of social media and online business tools
		  • SIRXOSM005 Develop a basic website for customer engagement
		  • SIRXOSM006 Develop and manage social media and online strategies
		  • SIRXOSM007 Manage risk to organisational reputation in an online setting.

3.0	27 July 2017	Third release of the SIR Retail Services Training Package
		Inclusion of:
		• Two qualifications:
		  • SIR50217 Diploma of Visual Merchandising
		  • SIR50317 Diploma of Retail Merchandise Management
		• Three new Skills Sets
		• Thirty new and revised Units of Competency and associated Assessment Requirements.

2.0	21 March 2016	Second release of the SIR Retail Services Training Package
1.0	21 March 2016	Primary release of the SIR Retail Services Training Package

Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on cross-sector online and social media specific Training Package Products contained within *SIR Retail Services Training Package V4.0*.

Training Packages consist of endorsed and non-endorsed components that are developed to comply with the *Standards for Training Packages 2012.* Endorsed components must be submitted for approval by the Australian Industry and Skills Committee (AISC) before they are released for use.

Endorsed components can include:

- Units of Competency which specify the standard of performance required in the workplace
- Assessment Requirements (associated with each Unit of Competency)
- Qualifications that are consistent with the Australian Qualifications Framework specifications
- Credit Arrangements which specify any arrangements between training package qualifications and higher education.

Non-endorsed components can include:

- a quality assured Companion Volume Implementation Guide (Implementation Guide)
- other quality assured guides to assist users
- Skill Sets.

Quality assurance of companion guides

This Implementation Guide contains some mandatory content such as lists of units and their prerequisites. Other content is informed by consultation processes with industry representatives, trainers, assessors, and project reference committees so that information is relevant and useful to all users of the Training Package.

The content is reviewed by committees, editors, and state and territory departments of education before publication. Implementation Guides are reviewed and updated in response to ongoing feedback received by SkillsIQ.

1.0 Overview information

This Implementation Guide is designed to assist all users to implement cross-sector online and social media components of the *SIR Retail Services Training Package*, in particular:

- Training Package and accredited course developers who will import units of competency
- assessors, trainers and Registered Training Organisations (RTOs) who will deliver and assess units of competency and Skill Sets.

It provides advice about the structure and content of cross-sector online and social media Training Package Products, key features and specific information applicable to implementation.

For information about other training package products within *SIR Retail Services Training Package*, refer to other Implementation Guides available at
https://vetnet.education.gov.au/Pages/TrainingPackages.aspx

1.1 Cross industry application of online and social media units

The Australian Industry and Skills Committee (AISC) identified eight cross-sector areas[1] for the development of Training Package Products to address common skills needs identified in various Industry Skills Forecasts. SkillsIQ was commissioned by the AISC to develop the cross-sector units and Skill Sets for **consumer engagement via online and social media.**

1.1.1 Housing of units and Skill Sets in SIR Retail Services Training Package

It is not administratively possible for cross-sector units and Skill Sets to sit outside an endorsed Training Package and they have been housed within *SIR Retail Services Training Package*.

While they sit within *SIR Retail Services Training Package,* it is important to note that they **apply across all industries** and have been written so they can be applied to any context and industry environment.

Units and Skill Sets are, of course, relevant to retail industries, but they describe the **common skills required by all industries** for conducting consumer engagement via online and social media. They can be selected by any industry and user for any purpose.

This Implementation Guide provides advice about contextualising training and assessment in section two, Implementation Information.

1.2 Cross-sector online and social media units of competency and prerequisites

Units of competency are developed by industry to meet the identified skill needs of industry. Each unit of competency identifies a discrete workplace skill and includes the knowledge that underpins competency. Units of competency therefore:

- are statements about the skills and knowledge required for effective performance in a particular job function
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- can be combined together in groups which align to work functions and job roles.

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[1] Please refer to the AISC website for a list of the eight cross sector areas: https://www.aisc.net.au/content/cross-sector-projects

A prerequisite is a unit of competency in which the individual must be deemed competent prior to the determination of competency in another unit. Prerequisites are applicable when competency cannot be achieved in a given unit of competency without first gaining essential knowledge and skills from other unit(s) of competency.

Table 2: Cross-sector online and social media units of competency in the SIR Retail Services Training Package

Unit Code	Unit Name	Prerequisites
SIRXOSM001	Identify and review social media and online platforms for organisational use	Nil
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms	Nil
SIRXOSM003	Use social media and online tools	SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
SIRXOSM004	Analyse performance of social media and online business tools	Nil
SIRXOSM005	Develop a basic website for customer engagement	Nil
SIRXOSM006	Develop and manage social media and online strategies	SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
SIRXOSM007	Manage risk to organisational reputation in an online setting.	Nil

1.3 Qualifications for online and social media

As a result of consultation, there was no request or requirement to develop a new VET qualification to address skills training regarding consumer engagement via online and social media engagement. Instead, units of competency can be utilised within a range of industry qualifications as required.

1.4 Unit of competency and qualification mapping

All seven online and social media units of competency are new Training Package Products and do not supersede any previous versions. There are no existing qualifications for online consumer engagement within the *SIR Retail Services Training Package*. Therefore, no mapping is provided for units and qualifications.

1.5 Cross-sector online and social media Skill Sets

Skill Sets, products contained within a Training Package, are a mini set of skills. They can be:

- a group of skills that link to a licensing or regulatory requirement; e.g. responsible service of alcohol, food safety and boat operations

- a group of skills that can link to a defined industry need; these could comprise a group of units to upskill workers and can be thought of as a short upskilling course
- a group of units linked to a defined industry need where a whole qualification is not required; workers just need a very confined set of skills.

Table 3: Cross-sector online and social media Skill Sets designed for use across industries

Skill Set Code	Skill Set Title
SIRSS00018	Understand the use of social media for business purposes
SIRSS00019	Implement social media and online customer engagement
SIRSS00020	Manage and implement social media and online customer engagement
SIRSS00021	Develop an online presence for customer engagement

1.5.1 Choosing Skill Sets

The Skill Sets are designed to combine a logical group of units that relate to particular customer engagement functions at different levels of worker seniority.

To understand the complexity of the Skill Sets and to choose appropriate ones, users should:

- read the description and target group statement for the Skill Set; some will indicate that they cover operational skills, others management skills; some indicate application to senior personnel
- read the units of competency that are included in the Skill Set to ascertain the complexity of skills and knowledge covered
- read the unit Application statement for included units which describe to whom the units of competency apply; some will indicate units apply to operational workers and others will indicate application to senior workers.

1.5.2 Offering other groups of units

Users can, over and above the nominated Training Package Skill Sets, deliver a stand-alone unit or any other combination of units which meets an identified need.

1.6 Key work and training requirements in industry

Units and Skill Sets specifically target the skills and knowledge required to work with social media and other online platforms used to engage consumers. They do not target any particular industry and have been written broadly enough to apply to any context.

The content of online and social media Training Package Products was informed by extensive research and consultation across a wide range of industries. That process found a consensus that skills training for online and social media engagement is needed by, and is beneficial to, all industries.

Key industry training needs are summarised as:

- **Organisations are increasingly engaging with consumers online.** The most commonly reported purposes are for marketing (advertising and promoting products and services, news items) and communication (disseminating information, guidance and advice on the organisation).
- **Organisations expect the volume of online consumer engagement to increase** for both their organisation and their industry in the short to medium term.

- **Numbers of organisations with an online presence is not high compared with consumer trends**, creating a gap in service delivery. On average only 50.1% of Australian businesses have a web presence, and only 35% a social media presence.
- **Lack of workforce skills and knowledge is a common challenge to managing an online and social media presence**. This applies to individuals working at all levels from operational personnel to senior managers. All industries, are experiencing some level of difficulty in recruiting staff with adequate skills for online consumer engagement.
- **Small-to-medium-sized businesses, in particular, are struggling to meet consumer demands** for online and social media engagement.
- **The application of context within training and assessment is seen as essential to ensure relevance to particular industry circumstances**. RTOs should tailor training and assessment.

1.7 Regulation and licensing implications for implementation

1.7.1 Occupational licensing and certification requirements

At the time of publication, there are no requirements for:

- any worker to hold an occupational licence to utilise online and social media platforms as business tools, or
- any worker to be certified in any units of competency to satisfy regulatory requirements.

1.7.2 Industry accreditation schemes, codes and guidelines

Various industry bodies may publish industry codes or guidelines to assist their stakeholders manage consumer interaction and related business practices. These may be linked to voluntary membership of a body or participation in a voluntary accreditation scheme.

It is impossible to define, in this guide, what may be available to various industries and whether or not industry bodies mandate the use of codes or guidelines for their membership or accreditation purposes.

Use of voluntary codes or participation in voluntary accreditation schemes are *not* considered a regulatory requirement that RTOs *must* consider during training and assessment.

However, RTOs, trainers and assessors should be aware of their learner needs. They can assist by tailoring Performance and Knowledge Evidence assessments which can require such things as:

- collection, evaluation and reporting on codes, guidelines and policies; for context these should be relevant to the learner's current or prospective job role within a particular industry
- development of policies and procedures; in the workplace organisations or self-employed individuals may adopt or adapt those produced by an industry body, and these could be made available for training and assessment purposes
- knowledge of organisational and industry codes, guidelines or policies; again for context knowledge assessments should relate to any available for the learner's current or future employment within a specific industry.

1.7.3 Laws, policies and procedures

Workers must comply with laws, common to all industries and business types, that regulate consumer interaction.

Wherever knowledge of a law is required to effectively perform a job task described in a cross-sector online or social media unit, it is covered in the Knowledge Evidence field of the Assessment Requirements.

In many cases, operational workers do not require direct knowledge of the contents of the law. Instead, information they require has been synthesised, by their organisation, into a range of staff focussed guidelines, policies or procedures which are also covered by Knowledge Evidence.

The Assessment Conditions field requires RTOs to ensure access to, or use of, current regulatory documents or policies and procedures as a resource for assessment. Workplace policies and procedures can be samples, or those for a specific organisation if the learner is employed.

1.7.4 Example of unit requirement for laws, codes, guidelines and policies

Table 4: Requirements for *SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms*

Requirements	Assessment Conditions, resource requirements

Knowledge Evidence:
 	
• a fundamental understanding of the contents of:
 	
   • the Australian Privacy Principles and how these regulate the use and security of private customer information collected by private and government organisations
 	
   • any state or territory privacy regulations of particular relevance to the individual's industry and work context
 	
• the content of organisational privacy policies and procedures, including those for online activities, applicable to the individual's industry context, and the importance in guiding ethical and professional behaviours
 	
• at a fundamental level of understanding:
 	
   • what copyright protects and does not protect
 	
   • who can own copyright, and procedures used by owners to identify copyright
 	
   • exclusive rights that owners have over their material and how this affects use of materials by others
 	
   • permissions that are required to use materials and how to obtain.
	• Australian Privacy Principles (or their successor) fact sheets
	
	• organisational privacy policies
	
	• industry and organisational documents relating to online and social media activities; titles will vary and could include codes of conduct, policy statements or guidelines
	
	• fact sheets about copyright.

2.0 Implementation information

2.1 Terminology

Table 5: Key terms and definitions used within units of competency

Term	Definition
Online	Internet of Things (IoT). Products, services, and information available, and or actions conducted, using the Internet. These can be accessed through a computer, mobile phone, tablet and or a bespoke organisational device, e.g. a shopper or logistics web-based portable device.
Social media	Technologies, e.g. applications ("apps") which enable creation and sharing of content and interactions, as well as interactions with social and professional networks.
Online and social media **platform** *and* Online **tool**	Web-based **technology** with a range of functions that enable online engagement. This can include an organisation's website.
Online and social media **brand**	The online and social media technology owned by an organisation. Examples: Facebook, Instagram, YouTube, Twitter, LinkedIn, Apple, Google.
Category (ies)	Online and social media platforms, classified into groups according to their general purpose. Examples are: ● networking, e.g. Facebook, LinkedIn and Twitter ● microblogging, e.g. Twitter ● media sharing, e.g. YouTube.
Online and social media **function**	**Capabilities** and **functionality** provided by the online and social media platform. Examples are: ● uploading media files ● live streaming ● data analysis.
Customer *Units reference "customers" as a generic term throughout.*	References to customers should be interpreted in the context of the particular industry and organisation which will use different terms to describe their stakeholders. These might include: ● consumer ● client ● patron ● audience ● guest ● passenger ● participant ● sponsor ● member ● patient.

2.2 Occupational outcomes of units and Skill Sets

Units and Skill Sets describe the common skills required by all industries for conducting online and social media consumer engagement.

Each unit and Skill Set can apply to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

In combination, the seven online and social media units are not designed to provide all skills required for a whole job role. They are designed to:

- be packaged with other units of competency for a specialist job role, e.g. a communications or marketing specialist would require additional skills which might include developing budgets, marketing or communication plans
- provide "add on" online customer engagement skills required, for example, by generalist workers or small business employees or owners; these could be as diverse as veterinary practice managers, electrical contractors, or individual performing artists
- be selected individually or in combination according to need, the job function and level of worker responsibility.

Skill sets are designed to combine a logical group of units that relate to customer engagement functions at different levels of worker seniority.

2.2.1 Dimensions of job role and seniority

Different units of competency and Skill Sets are targeted to meet the skill needs for different job roles and levels of seniority.

Small, medium and large businesses distribute job functions across different levels of responsibility. For example, an individual contractor or small business owner operator may be responsible for a range of online customer engagement functions that, in a large business, may be allocated across operational workers, senior specialists and business unit managers.

Each unit remains "on topic" and describes a particular work function, e.g. analysing the performance of social media and online business tools. Each unit describes the complexity of skills and knowledge associated with the function.

Some units, within the suite of online and social media units, apply to many different workers across levels of seniority. For example, all people need skills and knowledge to maintain ethical and professional standards when working online. Other units only apply to people with senior management roles, e.g. developing and managing a social media and online strategies.

Table 6: Application of units to different levels of workers

Unit	This unit applies to:
SIRXOSM001 Identify and review social media and online platforms for organisational use	Individuals working at all levels from operational personnel through to managers.
SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms	Individuals working at all levels from operational personnel through to managers.

Unit	This unit applies to:
SIRXOSM003 Use social media and online tools	Individuals who work at an operational level. They use discretion and judgement to take responsibility for work outcomes but actions are guided by plans, policies and procedures, supervisors and managers. Although an operational function, it can apply to small business owner operators who are responsible for a range of functions.
SIRXOSM004 Analyse performance of social media and online business tools	Individuals who work independently or with limited guidance from others, including senior operational personnel, business unit managers and small business owner operators.
SIRXOSM005 Develop a basic website for customer engagement	Individuals who work independently or with limited guidance from others, including senior operational personnel, business unit managers and, particularly to small business owner operators.
SIRXOSM006 Develop and manage social media and online strategies	Individuals who work at a senior level who operate independently, can have responsibility for others and are responsible for making a range of operational and strategic decisions. This includes small business owner operators responsible for a range of functions.
SIRXOSM007 Manage risk to organisational reputation in an online setting	Individuals who work at a senior level who operate independently, can have responsibility for others and are responsible for making a range of operational and strategic decisions. This includes small business owner operators responsible for a range of functions.

2.3 Selection of units for qualifications

No qualifications have been developed for consumer engagement via online and social media. Instead, units of competency can be utilised within a range of industry qualifications as required.

Cross-sector online and social media units are available to a broad range of users including:

● Training Package developers, e.g. Skill Service Organisations (SSOs)
● accredited course developers
● Registered Training Organisations (RTOs)
● businesses or organisations of any type.

Units may be selected by a Training Package or accredited course developer for inclusion as core or elective units within a qualification.

RTOs and organisations will be able to select online and social media units as electives when they appear in a qualification elective group, or where qualification packaging rules are flexible. Many packaging rules allow for "open electives" not listed within the qualification, and make statements such as "the remaining units can be selected from any other current Training Package."

Outside of qualifications, individual or groups of units may be selected for training and assessment purposes by RTOs and other users.

2.3.1 Australian Qualifications Framework alignment

The Australian Qualifications Framework (AQF) is the policy for qualifications in the Australian education and training system covering the school, vocational education and training and higher education sectors. The framework includes specifications for each level of qualification.

When developing qualifications and packaging rules, training package developers are required to consider the specifications of the AQF so that qualifications fall within the boundaries. The same applies to those who import units when developing accredited courses.

This same principle applies to Registered Training organisations (RTOs) when selecting appropriate elective units for delivery within qualifications offered.

Training Package, accredited course developers and RTOs will need to use judgement when selecting cross-sector online and social media units for inclusion within qualifications.

Units do not have AQF levels, only qualifications do. Because of this, it is possible to select the same unit across qualification levels provided the unit is relevant to the job role and doesn't describe a level of skill which is too complex for that role or the AQF specification for a qualification.

For example, it would be appropriate to use *SIRXOSM006 Develop and manage social media and online strategies* at Diploma and Advanced Diploma level but not at Certificate III.

2.3.2 Choosing online and social media units for inclusion in qualifications

To understand the complexity of the unit of competency and to choose appropriate units, users should:

- read the unit of competency in its entirety to ascertain the complexity of skills and knowledge covered
- read the Application statement which describes to whom the unit of competency applies; some will indicate the unit applies to operational workers and others will indicate application to senior workers responsible for making operational and strategic decisions
- refer to the following table which provides guidance about the most appropriate selection.

Table 7: Where it would be appropriate to first use an online and social media unit

Unit		AQF Qualification – appropriate first use			
		II	III	IV	Dip
SIRXOSM001	Identify and review social media and online platforms for organisational use	√			
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms		√		
SIRXOSM003	Use social media and online tools		√		
SIRXOSM004	Analyse performance of social media and online business tools			√	
SIRXOSM005	Develop a basic website for customer engagement			√	

Unit		AQF Qualification – appropriate first use			
		II	III	IV	Dip
SIRXOSM006	Develop and manage social media and online strategies				√
SIRXOSM007	Manage risk to organisational reputation in an online setting.				√

Note: Shaded cells denote the AQF level where it would be appropriate to first use a unit.

During development, a range of stakeholders raised questions about where cross-sector online and social media units would be housed. Some were concerned that the units would not be found within a qualification, making it difficult for users to:

- understand the complexity of skills and knowledge described by units
- understand how units relate to different job roles, their complexity and seniority
- comply with packaging rules in certain Training Package qualifications that prescribe a requirement for the use of imported elective units "first packaged in an AQF Certificate II, III etc.".

As a primary step in the implementation process, the units have been housed in the existing SIR Retail Services qualifications as electives to:

- provide implementation examples of how units might best be packaged to align to different job roles and AQF specifications
- reduce barriers for implementation as chosen electives, encouraging immediate implementation across industries
- allow for a broad range of disparate packaging rules within existing and future Training Package qualifications.

Table 8: Cross-sector Online and Social Media Units of Competency packaged as Electives across the SIR Retail Services Training Package Products

Cross-sector Online and Social Media Units packaged as Elective		SIR Retail Services Qualification			
		Certificate II in Retail Services	Certificate III in Retail	Certificate IV in Retail Management	Diploma of Retail Leadership
SIRXOSM001	Identify and review social media and online platforms for organisational use	√	√		
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms		√	√	√
SIRXOSM003	Use social media and online tools		√	√	

Cross-sector Online and Social Media Units packaged as Elective		SIR Retail Services Qualification			
		Certificate II in Retail Services	Certificate III in Retail	Certificate IV in Retail Management	Diploma of Retail Leadership
SIRXOSM004	Analyse performance of social media and online business tools			√	
SIRXOSM005	Develop a basic website for customer engagement			√	
SIRXOSM006	Develop and manage social media and online strategies				√
SIRXOSM007	Manage risk to organisational reputation in an online setting.				√

2.4 Pathways advice

Tables 6 and 7 indicate that units have been structured to progress in complexity from those describing fundamental skills, to operational and technical skills, and then to more complex management skills. Units have a "lineage" that match different job roles and levels of seniority.

In the same way, Skill Sets are structured to progress in complexity from understanding the business use of online and social media platforms, to implementing their use according to predetermined plans, to managing customer engagement by developing plans and policies.

2.4.1 Developing training pathways

Cross-sector online and social media Training Package Products are designed to provide maximum flexibility so that training pathways can be provided across all industries and to diverse learners according to need.

Units can be selected by qualification developers, for Training Packages and accredited courses, and by RTOs. Each will need to consider pathways that provide logical sequencing of units from one qualification to the next for progressive skill development.

Pathways and sequencing would need to consider such things as:

● where online and social media units best sit within endorsed qualifications designed for different levels of workers for a particular industry

● the needs of learners who are completing a pre-employment course of training who might need to follow a step by step sequence of units from fundamental to complex skills

● the existing skill base of employed learners and their current job role; they may be progressing from an operational role to a supervisory or technical role, or onwards to a management role and may require a pathway of training that reflects this, e.g. they can "skip" less complex units (or achieve them via a recognition of prior learning process).

2.4.2 Prerequisite units

Minimal prerequisites have been nominated in the cross-sector online and social media units. This avoids a trail of prerequisites leading to multiple others, and a mandatory "lock-step" approach to training and assessment. Nomination of multiple prerequisites allows no flexibility, creates barriers for holistic delivery, and forces all RTOs to sequence delivery in the same way, despite diverse course content, learner and industry needs.

The flexibility requires qualification developers to sequence the availability of units appropriately from one qualification to the next.

RTOs will also need to implement sequencing that allows learners to acquire fundamental skills before progressing to more complex units. There would be no benefit for a learner to enrol in a unit beyond their ability and no benefit to RTOs to allow this. RTOs can counsel learners with some online and social media skills and those with none, to choose appropriate units to match their abilities.

2.4.3 Pathway via Australian Traineeships and Apprenticeships

Any indentured trainee or apprentice completing a qualification could select cross-sector online and social media units of competency as elective units. This would depend on the relevance to the trainee's or apprentice's job. Selection would be negotiated with the employer and the RTO.

2.4.4 Pathway via vocational training delivered to secondary school students

The following units are considered those most appropriate for delivery as part of a VET in schools qualification:

- SIRXOSM001 Identify and review social media and online platforms for organisational use
- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
- SIRXOSM003 Use social media and online tools.

Employers expect all individuals certified in these units to be ready to work and to be competent in the required skills. Delivery to secondary school students must comply, in the same way as any other delivery, with the requirements outlined in SIRXOSM units, including those for environments, resources and assessors.

Wherever a school based Registered Training Organisation (RTO) cannot provide the mandated resources, delivery can be provided by, or in conjunction with, other RTOs which are sufficiently resourced.

2.5 Integrated (holistic) assessment

Units of competency describe individual skills which do not exist in isolation. In the workplace, individuals combine skills described in different units.

Holistic assessment brings together a number of units of competency, relevant to business operations and the job role, that reflects actual workplace practices. Assessors should design integrated assessment activities to collect evidence for a number of units together. This approach can also be used for training delivery.

Related units can be grouped together in a number of combinations for a logical integrated assessment. Any units that relate to a job function can be effectively combined and should be identified by the assessor to support the needs of industry operations and learners.

Training Packages cannot nominate co-requisite units. However, there are cross-sector online and social media units for which it would be very sensible to combine assessment of parts or whole units together. These might include:

SIRXOSM001 Identify and review social media and online platforms for organisational use	***and***	SIRXOSM003 Use social media and online tools
SIRXOSM001 Identify and review social media and online platforms for organisational use	***and***	SIRXOSM006 Develop and manage social media and online strategies
SIRXOSM003 Use social media and online tools	***and***	SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
SIRXOSM004 Analyse performance of social media and online business tools	***and***	SIRXOSM006 Develop and manage social media and online strategies
SIRXOSM004 Analyse performance of social media and online business tools	***and***	SIRXOSM007 Manage risk to organisational reputation in an online setting
SIRXOSM006 Develop and manage social media and online strategies	***and***	SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

2.6 Foundation skills

Foundation skills which are embedded within cross-sector online and social media units include:

- language, literacy and numeracy (LLN), identified as reading, writing, oral communication and numeracy
- employment skills necessary for effective participation in the workforce, identified as learning, problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and using technology.

Not every unit will contain every foundation skill., e.g. some only include reading, numeracy and problem solving. Foundation skills are an integrated part of a unit of competency, must be assessed, and have been included in units in three ways:

1. Relevant skills essential to performance are explicit, or evident, in the Performance Criteria, written in a way that reflects both the job task and skill level.

   For example, communication skills have been written explicitly in the Performance Criteria of *SIRXOSM003 Use social media and online tools* as follows:

5. Monitor sites and engage professionally with customers.	5.2	Communicate with customers in a timely, professional and positive manner to enhance organisational reputation.
	5.3	Respond to negative comments and complaints sensitively, courteously and respectfully according to organisational policies and procedures.

2. Skills essential to performance that are not explicit in the Performance Criteria are summarised in the Foundation Skills (FS) field together with a description reflecting the workplace skill.

   For example, *SIRXOSM001 Identify and review social media and online platforms for organisational use* requires the individual to source and gather information on social media and online platforms. However, writing and technology skills associated with this task are not explicit within the Performance Criteria and, therefore, have been summarised in the FS field as follows:

Writing skills to:	• produce notes and summarise and record information in basic documents.
Technology skills to:	• use computers or mobile devices and the Internet to search for and download information.
	• use software applications to create, update and store basic documents.

3. In some cases, the FS is evident in the Performance Criteria (PC) but the level of skill is not explicit. The PC has been written so it retains its vocational focus and is not distracted by forcing an explicit level of FS. In these cases, the FS field provides a more detailed explanation to assist trainers and assessors to understand the level of skill. For example:

   - SIRXOSM004 Analyse performance of social media and online business tools. The PC *2.3 Identify trends in quantitative performance through statistical analysis*, is supported by a FS reference that says *Numeracy skills to interpret numerical data of different complexity and complete routine calculations involving addition, subtraction, multiplication, division and percentages.*

- SIRXOSM006 Develop and manage social media and online strategies. The PC *4.2 Develop a range of organisational relevant policies and procedures to guide activities of personnel* is supported by FS *Writing skills to produce comprehensive plans, policies and procedures using clear and detailed language that can be easily understood by personnel operating at different levels of seniority*.

2.7 Contextualising training and assessment

2.7.1 Industry's view: contextualisation is essential

As indicated throughout this Implementation Guide, unit content has been written to allow for contextualisation to particular industries during training and assessment.

The development of cross-sector online and social media Training Package Products was informed by extensive research and consultation across a wide range of industries. That process found consensus that training and assessment should be contextualised.

Key industry viewpoints are summarised as:

- Units can describe skills, knowledge and workplace outcomes that can equally apply to all industries but individual industries expect training content and assessment activities to be tailored.
- The application of context within training and assessment is seen as essential to ensure relevance to particular industry circumstances.
- A one size fits all approach does not work across industries; generic or irrelevant information to an industry is unhelpful.

Because of this, each unit includes a requirement, indicated in Assessment Conditions:

> *This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collecte*d.

2.7.2 Contextualisation according to industry qualifications

Units might appear in any industry qualification as diverse as those for the service, health, manufacturing, construction, public sector, infrastructure, mining, forestry, creative, business industries and many more.

Wherever RTOs are delivering a particular industry qualification that includes cross-sector online and social media units, it is a requirement that assessment is contextualised to the industry.

2.7.3 Knowledge relevant to particular industries

Knowledge, especially, can be industry specific and trainers and assessors must be able to tailor content that fits. To deal with this, units include statements within Performance and Knowledge Evidence that require training organisations to assess in the context of particular industries.

Within Performance Evidence, there are statements such as:

- for a particular industry or organisation, identify two suitable social media and one online brands and provide reasons for selection in a written or verbal report that covers:
  - how the industry or organisation's target customer is a match to the demographic composition of key audiences of the social media and online brands

Within Knowledge Evidence, there are statements such:

- specific to the particular industry:

- range of products and or services provided, at an overview level
- key customer groups that utilise those products and or services and their basic demographic characteristics and needs.

Knowledge Evidence describes, in general terms, what knowledge is required but the *importance* of certain requirements will vary from industry to industry. Knowledge assessment must be customised to the situation and this is highlighted by statements within units such as:

- a fundamental understanding of the key contents of any state or territory privacy regulations of particular relevance to the individual's industry and work context
- organisational privacy policies and procedures, applicable to the individual's industry context.

In these examples, privacy concerns might be of utmost importance to particular industries, e.g. health and community services.

2.7.4 Providing context in pre-employment institutional training

In a pre-employment training course, there may be a mixed group of learners. Learners may be studying to seek general employment, employment in a specific industry or may already be employed and are seeking industry specific career progression or a change of industry focus.

RTOs would contextualise assessment according to the particular industry qualification in which units appear.

If delivering individual units or Skill Sets, RTOs still need to be aware of learner needs, their current industry employment, or employment prospects, and make all attempts to tailor training and assessment to make it industry specific and meaningful.

Contextualisation might mean:

- sourcing and using sample codes of conduct, policies and guidelines used by various industries and organisations and choosing those most relevant to learner groups
- selecting and using industry relevant sample online and social media sites for the learner group
- requiring learners to collect information and report on requirements for a specific industry, or a number of industries collectively across assessment activities; and for management units, to develop relevant strategies and policies
- designing assessment activities that allow learners to source and use industry relevant social media sites and codes of conduct, policies and guidelines for online and social media consumer engagement.

2.7.5 Providing context when a learner is employed

Employed students may be enrolled with RTOs and may be:

- a trainee or apprentice
- sponsored by their employer who engages with the RTO
- employed and completing training independent of their employer.

In each of these cases, there is a real opportunity to highly tailor training and assessment that directly relates to the learner's employment. Not only should those learners be allowed a choice of relevant electives within their qualification, they can also be provided with training and assessment activities relevant to their organisation. For example trainers and assessors can:

- amend or design project activities to allow the learner to look at the individual business model, e.g. develop specific policies, procedures, social media content guidelines

- allow learners to interpret, use and describe the content of their actual workplace policies and procedures
- allow students to develop and format online content in line with their own organisational guidelines
- use assessment methods which evaluate the actual work of the learner via work samples, portfolios, or evaluation of their work on the organisation's social media or other online site
- tailor knowledge and problem solving questions that elicit a response relevant to their employment experience (e.g. What does your procedure say about? How did you respond when a customer complained or posted negative commentary about your organisation?)
- provide logbooks to allow the learner to use workplace activities to count towards their assessment (useful when they are required to use a specified number of social media or online platforms, create and post a specified number of communications using a different range of media types)
- consult with the employer about learner needs so training is relevant
- negotiate arrangements with the employer to spend time in the workplace to complete assessments
- use third party reports to verify workplace evidence and supplement other evidence.

Care must be taken so that the learner understands privacy and commercial confidentiality, and that the learner has relevant permissions from their employer. Of course, the assessor must engage normal processes for ensuring the authenticity of evidence, i.e. the work is that of the learner.

2.7.6 Using the notion of context as a starting point for the development of activities

When writing training and assessment strategies and individual assessment activities, RTOs can use the notion of contextualisation as a starting point. This should mean that RTOs do not have to continually and specifically adapt their assessments to an individual leaner's industry or workplace.

In other words, activities can be written broadly and in such a way that options are provided. RTOs can then encourage or direct learners to build industry context into their project and other activities. For example:

Create online content using guidelines provided by your employer, or use the sample guidelines provided.

Select the industry in which you are currently employed, or one that you seek employment in, and….

For this activity, you can:

- select policies and procedures used by your employer
- source, via the Internet, policies, procedures or guidelines for a particular industry of interest to you
- use the sample organisational policies and procedures provided.

2.7.7 Maintaining the integrity of the unit

Contextualisation means customising training and assessment to an industry and or sector, a particular business type within that sector or to a particular organisation. It does not mean modifying the unit outcomes. The full content of a unit must be assessed and all listed evidence must be collected. RTOs should not make adjustments that would result in training and assessment that falls short of training package requirements.

2.8 Simulation

Simulations, set up for the purpose of assessment, involve two components:

- simulated environments
- simulated activities.

2.8.1 Simulated environments for assessment

Because assessment in the workplace is not always possible, each online and social media unit allows assessment to be conducted in a simulated environment.

The demonstration of online and social media skills is not as reliant on a particular environment as some industry skills. For some the environment and equipment are imperative, e.g. a sawmilll, mechanical workshop, salon, fitness centre etc.

Cross-sector online and social media units do not nominate a particular environment but, wherever relevant, indicate equipment and other resources that must be utilised for all types of assessments including those involving simulations. These are mandated in the Assessment Conditions field of the Assessment Requirements.

Environmental conditions for simulations might involve:

- providing current equipment and technology which is typically used for online customer engagement, e.g. computers or mobile devices and general software programs
- use of a range of social media and online platforms with access to functions used by organisations; these can be those used by a workplace or those established by a training organisation for the purpose of assessment
- providing the types of workplace documents which are currently used in industry, e.g. policies, procedures, codes of conduct, guidelines; these might be samples provided by industry, those for a specific organisation if the learner is employed, or even those developed by a RTO which might be for a "dummy" organisation
- providing sufficient numbers of all equipment and resources to service the assessment needs of each learner; sharing and "taking turns" using inadequate numbers would result in down-time for tasks and would not allow learner to demonstrate their capacity to work with commercial speed, timing and productivity
- ensuring that other required people are present, e.g. customers, supervisors and team members.

2.8.2 Simulated workplace activities for assessment

Industry employers highly value graduates who are ready to work in their organisation because they have been exposed to industry conditions. Whenever a simulated assessment activity is conducted it is essential that industry-relevant conditions are provided; those as close to a real work situation as possible. This can involve:

- providing sufficient online communication traffic that allows:
  - prioritisation of tasks so that customer interactions are serviced effectively in a logical sequence
  - learners to deal with multiple types of communications simultaneously
- integrating multiple competencies which an individual would naturally complete simultaneously as part of their job function
- learners working and communicating with multiple and varied team members, supervisors, managers and customers, including difficult ones
- requiring learners to work with commercial speed, timing and productivity
- building in a time and efficiency imperative which might include:

- deadlines for certain tasks, e.g. creating and posting online content, producing reports for data analysis and evaluation
- a number of tasks that must be handled simultaneously
- incorporating requirements to use the appropriate level of language, literacy and numeracy required by the work tasks.

2.8.3 Simulated or real customer and team interaction - Assessment Conditions

Many online and social media units require interaction with online customers or team members. Some require learners to monitor customer engagement with posts and respond to positive and negative comments and complaints. Others require the learner to engage with staff members to communicate policies and procedures they have developed.

In each case, the Assessment Conditions field describes how assessments can be handled. For example:

Assessment must ensure use of:

- *real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer and team communication.*

This allows flexibility for RTOs to assess in different conditions and implement different methods to test interaction:

- Real workplace situations allow for recognition or prior learning, a third party report, or an assessor to be present in the workplace.
- Setting up simulated activities allows RTOs to test communications that reflect a work situation, and to provide some or all of the conditions mentioned in the previous heading.
- Using real or manufactured case study scenarios allow RTOs to test an individual's response to customer and team communications.

2.9 Access and equity considerations

Cross-sector online and social media Training Package Products are designed to be accessible to all learners, to provide flexibility for implementation by RTOs and other users, and to allow for progression of skill development . This has been achieved in the following ways:

- **Units meet the diversity of individual and employer needs.** They are written broadly enough to apply to any industry and workplace context. Training and assessment can be contextualised to a particular industry or workplace or can be broader in nature if delivered during a pre-employment course of training.
- **Units and Skill Sets can be implemented in a range of settings** including in the workplace, within a training organisation, via a recognition of prior learning process, or in combination.
- **Units provide for progression of skills** from fundamental to complex, allowing these to be packaged in different levels of qualifications to provide suitable pathways. Some units are appropriate for delivery within qualifications designed for secondary school students to allow this cohort to commence a vocational training pathway.
- **Prerequisites have been minimised to allow flexibility** in sequencing training delivery and assessment.
- **Foundation skills, embedded in units, do not exceed those required to complete the workplace tasks** described by the units of competency. The same applies to Knowledge Evidence.

- **For equity in assessment, Performance Evidence statements describe the type and amount of evidence that all individuals must provide** and all assessors must collect.
- **Performance Evidence statements require rigorous assessment of workplace skill and knowledge outcomes** for the unit but allow RTOs flexibility to choose methods and provide context. Information in Assessment Conditions assists, e.g. by allowing a variety of conditions for collecting evidence of customer interaction, allowing RTOs to use social media platform functions which emulate workplace practice.

Training organisations should not impose any restrictions that exceed the requirements specified in this training package and which impede a learner's access to training and assessment.

2.9.1 RTOs role in providing accessible and equitable training and assessment

In order to follow the *Standards for Registered Training Organisations* RTOs are expected to apply some of the following approaches:

- minimise barriers to access and participation in training and assessment that might result from a learner's age, gender, cultural or ethnic background, disability, sexuality, language, literacy or numeracy skill level, employment status, or geographical location
- respond to the individual needs of learners
- provide sufficient educational and support services for the individual learner to meet the requirements of the specified training package outcomes.

Approaches that can assist learners to participate in training and assessment, meet training package requirements and achieve meaningful outcomes include:

- providing modified equipment, assistive or adaptive technologies, or assistance to increase access for learners with special circumstances including those with disability
- customising instructions for training and assessment activities so that it is specific to what will happen for the individual
- providing language, literacy and numeracy (LLN) programs to increase ability to the level required by units of competency and the workplace
- scheduling assessment events or adjusting to account for cultural beliefs, traditional practices and religious observations
- customising training and assessment to the individual's current employment, or employment prospects, to include activities that directly relate to their work
- choosing units that can be readily achieved by learners in their location and that are relevant to local employment opportunities, or ensuring learners have access to other locations to encourage transferability of skills to other settings
- counselling learners pre and post enrolment to ensure they best select units appropriate for their location, desired employment outcomes, and abilities
- making reasonable adjustments to assessments.

2.9.2 Reasonable adjustment

Reasonable adjustment is any action taken by a training organisation that makes it possible for learners with special characteristics or circumstances to fully participate in training and assessment on the same basis as those without special circumstances.

An individual may be faced with a temporary or permanent issue that affects their ability to participate in the RTO's standardised training and assessment activities and methods. By making reasonable adjustments, RTOs can assist learners to participate and be certified as competent in units and Skill Sets.

Special needs, characteristics or circumstances are diverse and may include:

- disability
- temporary or chronic illness
- temporary injury
- temporary or permanent use of medication that affects performance
- language and literacy skills that fall short of the demands of an RTO's standardised assessment methods.

Disability considerations

The *Disability Standards for Education (2005)* and accompanying guidelines provide information on an RTO's obligation to make reasonable adjustments for those with disability, how best to consult and determine reasonable adjustments that provide value to the learner, and information on "unjustifiable hardship" to the training organisation.

Current links to the standards and guidelines are provide in Section 3.0 Links of this Implementation Guide so that RTOs, their trainers and assessors can fully consider all issues for a case by case determination.

Language and literacy considerations

Units include a requirement for individuals to have a certain level of skill in reading, and written and oral communication. These requirements reflect but do not exceed those required to complete the workplace tasks described by the units of competency.

Assessments must ensure that students demonstrate the appropriate level of language and literacy skill embedded in Performance Criteria or further outlined in the separate Foundation Skills field. This means that careful consideration must be given to what is a reasonable adjustment for those learners with language and literacy issues.

Some examples of reasonable and unreasonable adjustments:

- Knowledge evidence can be assessed in a number of ways. For example, *SIRXOSM001 Identify and review social media and online platforms for organisational use* requires the learner to know about the main categories of social media and online platforms, how they differ and what they are used for. It does not matter how the learner demonstrates that knowledge; it is only important that they satisfy the requirement. It would be reasonable to adjust from using standardised written exercises to oral questioning, should the learner have literacy issues.
- If writing is a requirement of the unit, the learner must be able to write but only to the level described. For example, *SIRXOSM003 Use social media and online tools* requires the learner to respond, in writing, to online communications. It would not be appropriate to adjust an assessment so that the learner verbally advises how they would respond.

2.9.3 Adjusting practice, not the standard

The content of the unit cannot be changed as this describes a skill outcome. It is the method of training or assessment to achieve that outcome that can be adjusted. Adjustment practices must not:

- alter the skill and knowledge outcomes, e.g. by missing content of Performance Criteria, Foundation Skills and Knowledge Evidence
- change the types of evidence that are required to be collected (Performance Evidence)
- reduce the nominated volume of evidence prescribed in Performance Evidence, e.g. the number of positive and negative customer communications that must be responded to.

Key messages about reasonable adjustment:

- The integrity of the unit(s) must be upheld; the learner must be able to demonstrate the workplace demands described in the unit.

- The inherent requirements of workplace performance described by the unit must inform decisions about what adjustment is reasonable.

- All learners must be judged against the same standard. This does not mean that all learners must be assessed in the same way.

2.10 Health and safety implications in industry

Skills for conducting customer engagement via online and social media would be used in limited environments, using limited equipment. Environments might include commercial and home offices, or skills could be utilised on mobile devices at any location. Equipment might include computers, printers and mobile devices.

These environments are not hazard and risk free. Examples of risks to health and safety include:

- hazards associated with manual tasks, poorly designed workstations and chairs, badly positioned computer monitors and inadequate scheduling of rest breaks – these can lead to repetitive strain injuries

- exposure to electrical shock from cords which might be strained, frayed or cut

- slips, trips and falls, due to poor placement of office furniture, extension cords, or from poorly lit work areas – these can lead to fractures, bruises, lacerations, concussion

- psychosocial hazards such as bullying, harassment and conflict, in this case this might be customer driven; working long hours and to constant deadlines – these can lead to fatigue, stress and depression.

Learners in the workplace or simulated environments are equally exposed to these risks. These risks can be managed through:

- the provision of procedures to manage risks

- work health and safety induction and training

- involvement of learners in hazard identification and risk assessment practices

- close supervision by trainers, assessors, workplace supervisors and managers.

2.11 Legal considerations for learners in the workplace or on placements

Work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the Fair Work Act 2009, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage;

- it is a requirement of an Australian-based education or training course; and

- it is authorised under a law or administrative arrangement of the Commonwealth, a state or territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act; is not entitled to the minimum wages and other entitlements provided in the National Employment Standards or any applicable modern awards or agreement.

For more information, refer to: https://www.fairwork.gov.au/pay/unpaid-work

Learners on work placements must comply with any general laws that regulate customer, business and employee interaction and should be inducted and supervised to ensure compliance.

Learners gaining work experience are considered to be workers under Work Health and Safety (WHS) law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

2.12 Resources and equipment

The Assessment Requirements for each unit of competency specify the conditions, equipment and other resources which must be provided by the RTO for assessment. This information is found in the Assessment Conditions field which specifies:

- any equipment and other resources that must be provided for assessment, e.g. computers or mobile devices and general software programs used to produce online content
- any workplace documentation that must be provided, e.g. organisational privacy policies
- assessor requirements.

2.13 Assessor requirements

Assessors must meet certain requirements to assess cross-sector online and social media units of competency within *the SIR Retail Services Training Package*. These requirements align to the Standards for Registered Training Organisations which cover requirements for:

- vocational competency (vocational competencies at least to the level being assessed)
- currency of industry skills directly relevant to the assessment being provided
- currency of knowledge and skills in vocational training and learning that informs their assessment
- the appropriate TAE assessor skill set to assess.

Units also prescribe a requirement for workplace experience because the Standards for RTOs are silent on this matter. For all units, the requirement is:

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

3.0 Links

3.1 General

Australian Industry and Skills Committee (AISC)

www.aisc.net.au/

Australian Skills Quality Authority (ASQA)
asqa.gov.au/

Australian Qualifications Framework
aqf.edu.au/

Victorian Registration and Qualifications Authority (VRQA)
vrqa.vic.gov.au/Pages/default.aspx

Training Accreditation Council of Western Australia (TAC WA)
tac.wa.gov.au/

Department of Education and Training
education.gov.au/

Disability Standards for Education (2005)

https://www.education.gov.au/disability-standards-education-2005

Disability Standards for Education 2005 Guidance Notes

https://docs.education.gov.au/node/16352

3.2 State and Territory Training Authorities

Australian Capital Territory skills.act.gov.au/	South Australia s.skills.sa.gov.au/
New South Wales training.nsw.gov.au/	Tasmania education.tas.gov.au/
Northern Territory education.nt.gov.au/	Victoria education.vic.gov.au/
Queensland desbt.qld.gov.au/training	Western Australia dtwd.wa.gov.au/

Appendix 1: Units of Competency and Assessment Requirements explained

Each unit of competency follows this format:

UNIT CODE	Units are coded in sequence from 001 onwards, for example
	SIRXOSM001 Identify and review social media and online platforms for organisational use
	SIR = Training Package identifier, (Retail Services Training Package)
	X= Unit Sector (Cross-sector)
	OSM = Competency Field (Online and Social Media)
	Version indicators, A, B etc., are no longer included. Subsequent versions of Units of Competency will be given a new and unique code.
	Codes do not contain an AQF indicator. Units do not have an AQF level; qualifications do. Inclusion can cause confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some can believe, for example, that a unit with an AQF indicator 3 or 4 should not or cannot be packaged within a Diploma. To identify complexity of a unit:
	• read the unit in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies.
UNIT TITLE	Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace and skill based language. For example, Analyse performance of social media and online business tools.
APPLICATION	This statement introduces the unit, assists users to understand its complexity and includes this information: • a brief description of unit content and its complexity • types of organisations to which the unit applies • who performs the function described by the unit and at what level of workplace responsibility • the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.
PREREQUISITE UNIT	Prerequisites are applicable when competency cannot be achieved in the unit without first gaining essential knowledge and skills from other units(s) Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as "Nil".
COMPETENCY FIELD	Units can be divided into a number of fields to indicate the function of the skill described, e.g. Workplace Health and Safety. In this case, there is only one field OSM = Online and Social Media.
ELEMENTS	PERFORMANCE CRITERIA
Elements break down and describe the key outcomes which make up the Unit of Competency	Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable "tasks".

FOUNDATION SKILLS	
This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field lists these skills: • reading • writing • oral communication • numeracy • learning • problem-solving • initiative and enterprise • teamwork • planning and organising • self-management • technology They will only be described in this section of they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.	
RANGE OF CONDITIONS	
This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously. If used, anything identified is mandatory for performance and, therefore, must be assessed. No online and social media units include Range of Conditions.	
UNIT MAPPING INFORMATION	Specifies the code and title of any equivalent Unit of Competency. Because each online and social media unit is new, each entry is shown as "No equivalent unit."
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide.

Each Assessment Requirements follows this format:

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE	Performance Evidence specifies the mandatory: • types of product and process evidence • frequency and or volume of product or process evidence Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently. In other words, it describes what an individual has to do to prove they: • are competent in the unit (e.g. prove they can analyse performance of social media and online business tools) • can complete all the tasks described by the performance criteria • have all the necessary foundation skills • can consistently demonstrate the outcomes • can adapt to different situations. Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.
KNOWLEDGE EVIDENCE	Knowledge Evidence specifies: • what the individual must know in order to effectively complete the work task described in the unit of competency • the breadth and depth of what the individual must know • the amount of evidence that must be collected. Knowledge Evidence relates directly to the performance criteria.
ASSESSMENT CONDITIONS	This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It can specify: • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • equipment and consumable resources that must be provided for assessment • workplace documents that must be provided, e.g. privacy policies • other people who must be present during assessment • the competency requirements for assessors including requirements for industry experience. These statements are tailored to each unit of competency.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide.