SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Online & Social Media Training Package Products

Draft 2 Validation Guide

March 2019

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1.0 Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

1.1 Project Background

The Australian Industry and Skills Committee (AISC) identified eight cross-sector areas[1] for the development of common Training Package Products to address common skills needs identified in Industry Skills Forecasts. SkillsIQ was commissioned by the AISC to lead the cross-sector project ***Consumer Engagement via Online & Social Media***.

The aim of the project is to:

- identify the common skills needs of industries in relation to consumer engagement through online & social media *(Phase 1)*; and
- inform the update and/or development of future Training Package Products to ensure skills training is in line with workforce needs *(Phase 2)*.

Phase 1 (Completed)

A Project Reference Group (PRG) comprising representatives of 16 Industry Reference Committees (IRCs) was established to take forward *Phase 1* and provide industry advice to inform consultation. An extensive multi-channel consultation process was completed to gather views from a range of stakeholders across multiple industries in each state and territory. The findings of *Phase 1* are available in the **Final Case for Change: Consumer Engagement via Online & Social Media (Cross-Sector Project).**

The consultation confirmed that there is overwhelming support for training in skills to conduct online and social media consumer engagement across all industries.

Phase 2 (Current)

To take forward Training Package Product development work (*Phase 2*), a new Project Reference Group (PRG) was appointed representing members from the following Industry Reference Committees (IRCs):

Business Services – Community Sector and Development – Culture and Related Industries – Education – Information and Communications Technology (ICT) – Manufacturing and Engineering – Sport and Recreation – Tourism, Travel and Hospitality – Wholesale and Retail.

Eight new Units of Competency and four Skill Sets were developed and consultation on Draft 1 closed in early December 2018. PRG members met to analyse and discuss feedback received on Draft 1 Units and Skill Sets and determined actions for the development of Draft 2. Please refer to ***Section 1.2 Main Changes – Draft 1 to Draft 2,*** for an overview of the main amendments implemented for Draft 2.

Draft 2 is now available for public validation.

[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

1.2 Main Changes – Draft 1 to Draft 2

As a result of stakeholder feedback provided during public consultation, a number of changes have been implemented to the suite of Training Package Products presented in Draft 1. The main changes include:

- Discontinuing with the Unit of Competency *OSM001 Use information and computer technology* – Feedback acknowledged the importance of having basic skills in digital literacy and internet usage prior to using online and social media for customer engagement, however existing Training Package Products were considered suitable to meet this skill need for cross-sectoral application.
- Skill Set titles were amended to better reflect the skills and knowledge areas gained:

Original title (Draft 1)	New title (Draft 2)
Introduction to social media and online business tools	Understand the use of social media for business purposes
Social media implementation	Implement social media and online customer engagement
Engage customers through social media and online presence	Manage and implement social media and online customer engagement
Develop an online presence for customer engagement	*[no change]* Develop an online presence for customer engagement

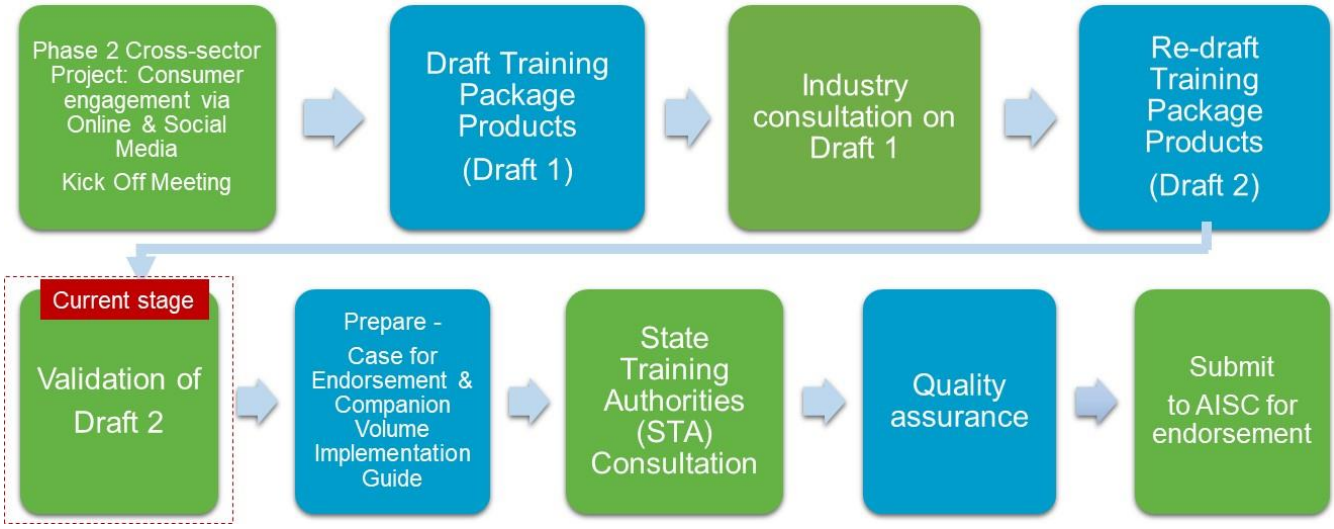
- Assessment Conditions / Assessor Requirements – The original assessor requirements indicated that assessors must '*have at least three years' experience*' in applying the skills and knowledge covered by the Unit for the industry of focus. Feedback indicated that this specification was not necessary, and the quality of an assessor can be managed by adherence to the Standards for Registered Training Organisations (RTOs).

- Application Statements – Feedback indicated that some of the statements in the Application section regarding references to 'customers' and requirements to contextualise training and assessment to a particular industry were too broad and/or not suitable for this section. The statements have been rehoused in *Assessment Conditions*, and revised.

A detailed summary of the key changes applied across the suite of cross-sector Training Package Products, is available at ***Section 3.0 Summary of Changes – Draft 1 to Draft 2***.

1.3 Consultation Activities and Timelines

Figure 1: *Phase 2 stages of activities – Cross-sector project Consumer Engagement via Online & Social Media*



National validation of Draft 2 is now open and will close at 5.00pm on Friday, 5 April 2019.

During this period input will be sought on:

- 7 Units of Competency and associated Assessment Requirements
- 4 Skill Sets.

Validation of Draft 2 allows stakeholders to review changes made to Draft 1 components and confirm that resultant Training Package Products meet their needs. It provides an opportunity for final input prior to submission for endorsement.

SkillsIQ will be undertaking a number of webinars to engage industry stakeholders and VET professionals, and to provide background information to participants regarding both Draft 1 feedback and Draft 2 development. To participate in a webinar, please access the following links to register your attendance:

Webinars

Monday, 18 March 2019	12.00pm – 12.45pm (AEDT)
Tuesday, 19 March 2019	11.00am – 11.45am (AEDT)
Wednesday, 20 March 2019	4.00pm – 4.45pm (AEDT)
Friday, 22 March 2019	11.00am – 11.45am (AEDT)
Monday, 25 March 2019	3.00pm – 3.45pm (AEDT)

SkillsIQ Online Feedback Forum

Feedback can also be provided online via the **SkillsIQ Online Feedback Forum**. The Feedback Forum is an online tool designed to capture stakeholder feedback and provide an opportunity for stakeholders to view feedback left regarding Draft 2 Training Package Products.

To access the SkillsIQ Feedback Forum, click here.

Feedback received during validation will inform the development of the final draft.

Table 1: *Timelines for the project*

Validation Draft 2	13 March – 5 April 2019
Prepare Case for Endorsement & Companion Volume Implement Guide	April 2019
State Training Authorities (STAs) Engagement	April 2019
Quality Assurance	End April 2019
Submission	End April / Beginning May 2019

1.4 About this Validation Guide

This guide, which should be read in conjunction with the Draft 2 Training Package Products, provides:

- A list of Draft 2 Units of Competency (***Section 2.1***)
- a list and description of Draft 2 Skill Sets (***Section 2.2***)
- a detailed summary of the proposed changes from Draft 1 to Draft 2 (***Section 3.0***)

1.5 Contact Details

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2.0 Online & Social Media Training Package Products

2.1 Draft 2 Units of Competency

Table 2: *List of Draft 2 Units of Competency and prerequisites*

Unit Code	Unit Name	Prerequisites
OSM001	Identify social media and online platforms	Nil
OSM002	Maintain ethical and professional standards when using social media and online platforms	Nil
OSM003	Use social media and online tools	OSM002 Maintain ethical and professional standards when using social media and online platforms
OSM004	Analyse performance of social media and online business tools	Nil
OSM005	Develop a basic website for customer engagement	Nil
OSM006	Develop and manage social media and online strategies	OSM002 Maintain ethical and professional standards when using social media and online platforms
OSM007	Manage risk to organisational reputation in an online setting	Nil

Note: The Unit codes have been amended from Draft 1 to reflect the discontinuation and removal of the Unit *Use information and computer technology* from the suite of Cross-sector Training Package Products.

2.2 Draft 2 Skill Sets

Table 3: *Draft 2 Skill Sets designed for use across industries*

Note: The target group for all Skill Sets is 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.

Draft 2 Skill Set	Description
Understand the use of social media for business purposes	A set of skills to identify the use of social media and other online platforms for business purposes, and to identify the ethical and professional standards required to use these platforms in an organisation or business.
Implement social media and online customer engagement	A set of operational skills to implement the use of social media and other online platforms for business purposes, maintain ethical and professional standards when using social media for an organisation or business, and to determine the effectiveness of tools in engaging customers.
Manage and implement social media and online customer engagement	A set of skills to develop and implement strategies for an organisation's online presence and for risk management, and to utilise social media and online tools professionally and ethically.
Develop an online presence for customer engagement	A set of skills to develop an organisation's online presence through the use of social media and other websites, utilise these professionally and ethically and determine their effectiveness.

3.0 Summary of Changes – Draft 1 to Draft 2

The following table outlines changes implemented to Draft 2 cross-sector Training Package Products.

Table 4: *Summary of changes to Draft 2 Cross-Sector Project Online and Social Media Skills Training Package Products*

Issue / Component	Changes to Draft 2
Skill Sets	Draft 1 Skill Sets were supported and all have been retained. No additional Skill Sets have been developed. Some Skill Set titles have been amended to better reflect the skills and knowledge levels gained and applicability. Some wording has been changed for clarity of application to the target group.
Units of Competency	
General - Assessor Requirements	Stakeholders commented that the requirement for three years' industry experience is onerous and not necessary. The quality of assessor can be managed by adherence to Standards for RTOs. Requirement for industry experience has been deleted. Statement for all units now reads: *Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.*
General - Application Statements	There was some comment that the following sentences should be removed from Application statements as they are considered too broad and the purpose is not clear: - *References to customers should be interpreted in the context of the particular industry and organisation which will use different terms to describe their stakeholders.* - *Training and assessment should be contextualised to meet the particular requirements of the industry for which it is delivered.* Others suggested retaining the statement but strengthening to avoid RTO and auditor misinterpretation, and this should include information about maintaining integrity of unit content. Phase 1 consultation emphasised the importance of ensuring contextualised assessment to avoid generic outcomes therefore the statements have been retained, however they have been rehoused in Assessment Conditions for a better fit. It becomes a condition of assessment that context is provided for ***assessment*** (remembering that units cannot include requirements for ***training***). Statements have been rewritten to: *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 collected.* *This unit and Assessment Requirements references customers as a generic term throughout. Because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.*

Issue / Component	Changes to Draft 2
OSM001 **Identify social media and online platforms**	Performance Criteria and Knowledge Evidence amended to include content about functions that attract a cost.
OSM002 **Maintain ethical and professional standards when using social media and online platforms**	Draft 1 title considered too all-encompassing and open for interpretation. Title amended to *Maintain ethical and professional standards for using social media and online tools.* Changes have been made in response to comments: • Performance Evidence wording amended to remove references to scenarios • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based to assist RTOs and assessors.
OSM003 **Use social media and online tools**	Changes have been made in response to comments: • Performance Evidence wording amended to remove references to scenarios • Performance Evidence amended to use of three online and social media platforms and creation of six posts. • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based to assist RTOs and assessors.
OSM004 **Analyse performance of social media and online business tools**	Minor changes in response to comments: • Performance Evidence amended so that reporting periods are not prescriptively specified • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based to assist RTOs and assessors.
OSM005 **Develop a basic website for customer engagement**	Changes have been made in response to comments: • Additions to the Knowledge Evidence are: - ensuring websites meet website Accessibility standards, and costs associated with software functions and host service providers • Performance Evidence and Assessment Conditions amended to cover different devices for testing a website • Statements strengthened in Element 4 and Performance Evidence to clarify process of developing a website to the point of publishing • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based to assist RTOs and assessors.

Issue / Component	Changes to Draft 2
OSM006 **Develop and manage social media and online strategies**	Changes have been made in response to comments: • Performance Evidence amended so that reporting periods are not prescriptively specified. • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based. Information on conditions is very explicit to assist RTOs and assessors.
OSM007 **Manage risk to organisational reputation in an online setting**	Changes have been made in response to comments: • Performance Evidence wording amended to remove references to scenarios. • Assessment Conditions amended to clarify that simulated activities can be used, or alternatively assessment can be workplace based. Information on conditions is very explicit to assist RTOs and assessors.

Other issues addressed in Draft 2 – Units may duplicate content of existing Training Package Products.

During consultation, stakeholders commented that the cross-sector Online and Social Media (OSM) units may duplicate content of endorsed units found within a range of Training Packages. Please note a comprehensive review of existing units was conducted during Phase 1 research and again immediately before drafting the units.

While certain units covered *some* skill and knowledge requirements for customer engagement via online and social media platforms, few had been written with this specific context in mind.

Exiting units reviewed are not considered suitable for the purposes of this project as they are:

- written with a slant towards a specific industry (e.g. they cover highly technical coding skills for ICT); or
- are very expansive having been written during an era when social media was emerging; or
- describe a generic business skill (e.g. managing business risk), without any specific content related to use of social media and online platforms.

The aim of this project is to develop units which **specifically target the skills and knowledge required to work with social media and other online platforms used to engage customers**. Additionally, these units should describe skills which can apply across a range of industries.

Final Project Outcome →

A suite of generic Cross-Sector Training Package Products that will deliver the future skills training needs of multiple industries regarding conducting consumer engagement via online and social media in the workplace.

Appendix A: Units of Competency and Assessment Requirements Explained

Each Unit of Competency (UoC) follows this format:

UNIT CODE	Units are coded in sequence from 001 onwards, for example SXXOSM002 Identify social media and online platforms SXX = Training Package identifier (To be advised for these cross-sector units) OSM = competency field (Online and Social Media) Subsequent versions of Units of Competency will be given a new and unique code. Codes do not contain an AQF indicator which some Training Package developers use to indicate where a unit is first packaged within a qualification. Rationale: 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 have believed, 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 • refer to the table in the Companion Volume Implementation Guide (when developed) to check where the units might first appear in a qualification.
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, Plan outdoor recreation activities.
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; these sometimes include typical job titles • the unit's relationship to any specific occupational licensing, certification or laws; where none exist, this is stated.
PREREQUISITE UNIT	A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given 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. 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 (when developed).

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. codes of conduct other people who must be present during assessment the competency requirements for assessors including requirements for industry experience and vocational qualifications These statements are tailored to each Unit of Competency.
LINKS	This provides a hyperlink to Companion Volume Implementation Guide (when developed).

Appendix B: Potential Packaging of Units of Competency

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

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

This table presents where it would be appropriate to first use an online and social media unit.

Online & Social Media (OSM) Unit		AQF Qualification – appropriate first use			
Unit Code	**Unit Title**	**I & II**	**III**	**IV**	**Dip**
OSM001	Identify social media and online platforms		√		
OSM002	Maintain ethical and professional standards when using social media and online platforms		√		
OSM003	Use social media online tools		√		
OSM004	Analyse performance of social media and online business tools			√	
OSM005	Develop a basic website for customer engagement			√	
OSM006	Develop and manage social media and online strategies				√
OSM007	Manage risk to organisational reputation in an online setting				√