



HSC VET WORK PLACEMENTS IN FINANCIAL SERVICES INDUSTRY

SUPPORT KIT FOR HOST EMPLOYERS



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Financial Services Curriculum Framework Work Placement Employer's Support Kit

I. INTRODUCTION

Work placement provides valuable learning experiences for young people in their transition from school to the next stage of their education or employment. Giving students the opportunity to practice and refine skills and concepts that they have learned in the classroom in a workplace has an immediate impact on their perceptions of the workplace and their subsequent career planning. Most employers in the financial services industry are supportive of work placement for students, but they may be hesitant to host students because of

- ☐ a lack of time and resources to develop a structured workplace learning program for the students, and
- ☐ the need to protect the confidentiality of their clients' information.

This support kit has been specifically designed to address these concerns. It includes a range of supporting resources and guidelines to make it easier for employers in the financial services industry to provide a quality work placement for young people.

In this support kit you will find these documents and resources

1. This document
2. Mandatory documents for employers
 - The Workplace Learning Guide for Employers
 - Additional Information for Employers
3. Work Placement Made Easy materials
4. Supporting Resources – suggested activities, sample tasks, checklists and forms

Key features of the supporting resources:

- ☐ **Time saving and easy to use**
The sample tasks and other resources are designed to be used immediately, or easily adapted to suit your workplace.
- ☐ **Access to your client data is not required**
All sample tasks that involve 'client data' are simulated e.g. process accounting transactions, petty cash, or prepare simple tax returns, selecting suitable products or services for clients.
- ☐ The sample tasks consist of a **combination of general work skills activities and financial services-specific activities**, spanning over all the mandatory HSC content areas and their associated units of competency.

II. WORK PLACEMENT in FINANCIAL SERVICES CURRICULUM FRAMEWORK COURSE

1. Overview of the Course

The Financial Services Curriculum Framework course is based on qualifications and units of competency in the nationally endorsed Financial Services Training Package (FNS10). The course counts as Board developed unit credit for the NSW Higher School Certificate (HSC) and can contribute towards an Australian Tertiary Admission Rank (ATAR). It also provides students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF). Further information of the curriculum is available at the Board of Studies website at

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/financial-services.html

2. Course Structure and Requirements

The Financial Services Curriculum Framework course is made up of these broad areas

- ☐ HSC focus areas
- ☐ Units of competency (associated with the HSC focus areas)
- ☐ Mandatory work placement (70 hours)

3. Summary of Focus Areas and Associated Units of Competency

Focus area	Associated units of competency	
	Unit code	Unit title
Mandatory		
Financial Operations	FNSACC301A FNSACC303A	Process financial transactions and extract interim reports Perform financial calculations
Industry Context	BSBWOR203B	Work effectively with others
Work	FNSINC301A	Work effectively in the financial services industry
Safety	BSBWHS201A FNSINC301A	Contribute to health and safety of self and others Work effectively in the financial services industry
Stream (select one)		
Accounting	BSBFIA401A FNSACC302A	Prepare financial reports Administer subsidiary accounts and ledgers
Financial Services	BSBRKG304B FNSACM303A FNSRTS301A FNSRTS308A	Maintain business records Process payment documentation Provide customer service in a retail agency Balance cash holdings
Financial Markets and Systems	FNSFLT203A FNSFLT205A FNSFLT206A	Develop understanding of debt and consumer credit Develop understanding of the Australian financial system and markets Develop understanding of taxation
Elective units		
Selected units of competency	From a pool of elective units in the HSC syllabus (refer to HSC syllabus for further details at www.boardofstudies.nsw.edu.au/syllabus_hsc/financial-services.html)	

The order of delivery of the content may vary in different TAFE colleges or schools. For further information on the structure and requirements of the course, refer to 'Course Information' in Appendix A of this document.

The Financial Services Curriculum Framework course also provides students with a great career opportunity in the industry. For example, in the second year of the course, the students can apply for a cadetship with various accounting firms, including the top tier firms, through a program organised by the Institute of Chartered Accountants Australia. Successful applicants will work part time for the firm while studying accounting in university and can continue to work there full time after they have graduated.

4. Work Placement in the Financial Services Curriculum Framework Course

Work placement is a mandatory HSC requirement for the Financial Services Curriculum Framework course. It involves a week of unpaid placement in the financial services industry in Year 11 (35 hours) and a further week in Year 12 (35 hours), usually with a different host employer in the same industry.

While students benefit from the technical tasks they are assigned in the work placement, the most valuable part of work placement for them is the workplace interaction which cannot be learned in the classroom, a simulated workplace or from textbooks. Regardless of what tasks the students are assigned, it is important that they feel 'included' in the workplace and are encouraged to approach supervisors or appropriate staff with their questions.

Learning in the workplace will enable students to

- ☐ progress towards the achievement of industry competencies
- ☐ develop appropriate attitudes towards work
- ☐ learn a range of behaviours appropriate to the industry
- ☐ practise and apply skills acquired in the classroom or workshop
- ☐ develop additional skills and knowledge, including employability skills in the Financial Services sector

A network of work placement providers across NSW is funded to coordinate the placements <http://www.workplacement.nsw.edu.au/lcp.php>

They liaise between host employers and schools and TAFE NSW, providing a single point of contact for host employers in their designated area.

III. WORK PLACEMENT PROCESS

The work placement process consists of four main stages

1. Preparation prior to the work placement commencing
2. First Day Induction
3. Progress during the week
4. Finishing the work placement (last day wrap)

The suggested steps in each stage of these work placement process are provided as a guideline.

1. Before Work Placement

- ☐ Check availability and identify dates for hosting work placement
- ☐ Make arrangements with the Work Placement Service Provider
- ☐ Complete employer section of the Student Placement Record, read 'The Workplace Learning Guide for Employers' and all the other supporting information included in this kit. Contact the school, TAFE or Work Placement Service Provider if you need further information.
- ☐ Inform all your staff about the work placement and request them to contribute to a list of work
- ☐ Organise
 - supervisor(s)
 - work space and resources
 - induction
 - work for student – a Job List

2. At the Start of the Work Placement

- ☐ Workplace Induction
 - Conduct a Workplace Induction at the beginning of the first day, or prior to attending their work placement. This should include Work Health and Safety.
 - Refer to the 'Student Induction' checklist in the Student Work Placement Journal or the Sample Induction Checklist in the 'Resource section' of this support kit
- ☐ Stationery
 - Provide a USB for the student to save their work in, if they are required to perform some computer work.
 - Check if the student has pen and paper for taking notes.
- ☐ Student Journal
 - Check if the student has brought a journal to complete (if not, use the Student Work Placement Journal provided in the 'Resources' section of this kit)
- ☐ Any specific tasks
 - Check if the student has any specific tasks they need to complete for school/TAFE during their placement with you (e.g. completion of the Student Work Placement Journal every day).

3. During Work Placement

- ☐ Supervise and mentor the student's progress in their tasks and activities
- ☐ Ensure the student has a varied group of meaningful tasks to complete (Refer to Guidelines for Planning Activities)
- ☐ Make appropriate adjustments, if necessary, to the Job List during the week according to the student's ability and progress
- ☐ Ensure there are other staff available to provide support if you are busy
- ☐ Provide appropriate and constructive feedback to the student
- ☐ Provide feedback on the student's progress to their VET teacher when they visit ,or over the phone as part of their supervisory responsibilities
- ☐ Sign the student's journal entries, including the time sheet at the end of each day.

4. At the End of the Work Placement

- ☐ Complete the *Workplace Supervisor's Evaluation Report* in the Student Work Placement Journal
- ☐ The student completes the *Student Work Placement Evaluation Report* in the 'Resource' section of this kit
- ☐ Check that the student has
 - handed back all finished and incomplete work
 - returned keys, security cards etc
 - tidied their work area
- ☐ Where applicable, provide the student with any additional information they require regarding career paths, job opportunities etc both in your organisation and in the sector
- ☐ Keep notes of areas of success and areas that can be improved as reference for subsequent work placements.

IV. GUIDELINES and NOTES

1. Essential Principle for Planning Activities and Tasks

IMPORTANT - Workplace Interaction

One of the most valuable aspects of the work placement is ensuring the student has the opportunity to interact and communicate with the staff. **Avoid leaving the student alone with a list of tasks to keep them busy for a week.**

Examples of measures you can take to ensure genuine meaningful workplace interaction for the students are

- ☐ Invite them to tea and/or lunch breaks
- ☐ Encourage them to approach appropriate staff for their questions
- ☐ Include some work activities that require the student to talk to various staff such as staff interview, organise a short presentation session prepared by the student
- ☐ Include them in at least one meeting (if possible)

2. Criteria for Setting Tasks

There are several criteria to take into account to optimise the workplace learning.

- ☐ Variety
- ☐ Simple to complex
- ☐ Varying levels of difficulty
- ☐ Flexibility and adjustments
- ☐ Students' ability and experience
- ☐ Employability skills in Financial Services

A. Variety of Tasks

Please ensure you select a good mix of tasks. The sample tasks are intended to complement your other workplace activities for the student. A holistic task approach best supports students' learning.

(i) Sources of Tasks

There are three main sources of tasks you can select from

- ☐ Your Tasks
Tasks in your workplace provided by you and your staff e.g. photocopying, document creation, filing etc
- ☐ Sample Tasks
Provided in the 'Resources' section of this kit (the tasks are customisable for your specific needs)
- ☐ School/TAFE Tasks
Tasks that the student's teacher has asked them to complete while on placement. An example is in the Student Work Placement Journal.

(ii) Types of Tasks

It is suggested that you select a combination of general work skills tasks and financial services-specific tasks. You can use the sample tasks in this support kit or introduce your own tasks.

B. Simple to Complex

It is recommended that the tasks are introduced from simple to complex. The goal is to train the students to move gradually towards greater independence in their work as they progress through the week.

C. Varying Levels of Difficulty

Include tasks that have some challenges or stimulate thinking for the later part of the week for students with the skills, knowledge and attributes. Usually extensive guidance is necessary, so you have to be prepared to set aside time to provide the support.

D. Flexibility and Adjustments

Plan some simpler and easier tasks for the first day. They should give you a good idea about the student's capacity. Observe and make adjustments to the initial Job List according to the ability and performance of the student.

E. Take into Account Students' Ability and Experience

Information on the students' current level of skills, knowledge and maturity is a useful reference in the planning of tasks and activities. Previous work placement experience, if any, is another useful reference. They may also have some preferences or areas of interests to work on.

Two common sources of gathering the information are:

- (i) talk to the student at the pre work placement interview or
- (ii) request a skills and knowledge summary from the student via the work placement provider – you can use or customise the sample skills and knowledge summary provided in this kit. Most students will already have completed a Work Placement Ready Certificate which outlines the skills they are interested in exploring during their work placement (for further information visit www.go2workplacement.com)

(iii)

▪ Year 11 students

Year 11 students are undertaking their first experience in the workplace, so need guidance and support. Some of the Year 11 students may have had 'work experience' in their year 10, but work placements are different from work experience. Work placements are connected to specific industry courses that students are studying for the HSC.

▪ Year 12 students

Year 12 students have been studying their course for longer, and would have already completed at least one work placement or simulated placement. They should be able to demonstrate a broader range of skills and competencies and at a higher level. They should need less initial direction and mentoring than Year 11 students.

F. Employability Skills in Financial Services

Where possible, select tasks and activities that incorporate some or all of the eight employability skills in Financial Services as prescribed in the FNS10 Financial Services Training Package and the Board of Studies documents 'Employability skills in Financial Services'. A copy of the document is available on the Board of Studies website

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/financial-services.html

Employability skills	Examples of tasks and activities
1. communication	<ul style="list-style-type: none"> Staff interview Reception – phone calls, customers
2. teamwork	<ul style="list-style-type: none"> Small scale projects with some staff members
3. problem-solving	<ul style="list-style-type: none"> Research and recommend possible solutions
4. initiative and enterprise	<ul style="list-style-type: none"> Have some extra tasks set aside list for students to take on voluntarily Research and make recommendations on an aspect that can bring benefits to the organisation e.g. new communication technology, energy efficiency, green procurement, Work Health & Safety suggestions
5. planning and organising	<ul style="list-style-type: none"> Plan and organise a short presentation session
6. self-management	<ul style="list-style-type: none"> Plan and prioritise work everyday Attend staff development session in the workplace A simple performance appraisal on the last day
7. learning	<ul style="list-style-type: none"> Process transactions on a computerised accounting system Learn about the products and services of the organisation Responding to clients' request and enquiries
8. technology	<ul style="list-style-type: none"> Use computers, computerised accounting system, spreadsheet, workplace equipment etc

3. Supervisors

A. Key Criteria for Assigning Supervisors

It is important that staff members selected for the role as work placement supervisor

- are suitable for working with young people
- are willing to take on the role
- are available to support the student during their placement
- have patience and are empathetic about students' lack of work experience
- are good at explaining things
- provide timely constructive feedback and encouragement
- encourage workplace interaction and make the student feel included

B. Suggestions

- Have a co-supervisor in case the main supervisor is caught up with unexpected work commitments such as being called away to a meeting or attend to an 'urgent' matter.
- Have some extra tasks that require minimal supervision ready to go for the same reason for having a co-supervisor. If you let the student know where the extra tasks are kept, it can also be a way to check the initiatives of the student.
- Arrange the student work space near the supervisor, where possible
- Provide students with clear directions on when tasks are due, and their importance. This will help them develop their planning, time management and prioritisation skills. Check on progress from time to time.

4. HEALTH AND SAFETY - Student Welfare and Well-Being

Student welfare and well-being are of paramount concern to the NSW Department of Education and Communities. This concern extends to students participating in work placement.

It is your responsibility as the employer to ensure that your staff know how to conduct themselves appropriately with children and young people. They must avoid any conduct that could make a young person feel threatened or coerced.

As an employer, you will be asked to indicate on the Student Placement Record that, to your knowledge, there is nothing in the background of any staff member or person in close contact with the student that would make them unsuitable for working with children.

V. RESOURCES

The resources in this support kit are available for download from the work placement website at www.workplacement.nsw.edu.au

1. Suggested Tasks and Activities

- ☐ The suggested tasks and activities are arranged in three categories according to the estimated time required on average
 - Short (1 to 2 hours)
 - Medium (1 day)
 - Long (1 to 5 days)
- ☐ The tasks and activities within each time group are classified according to the level of guidance expected
 - Level 1 Minimal guidance
 - Level 2 Some guidance
 - Level 3 Extensive guidance
- ☐ Further details of the suggested tasks and activities are provided in the next section.

2. Sample Tasks

A series of sample tasks are provided in the 'Resource' section. They are designed to be

- ☐ time saving for you and easy to use
- ☐ worry free about client confidentiality as simulated 'client data' is used
- ☐ related to the HSC focus areas and their associated units of competency

A summary of all the sample tasks is located in Appendix B of this document.

3. Sample Checklists and Forms

Sample checklists and forms provided are

- ☐ Day 1 Induction Checklist
- ☐ Skills and Knowledge Audit Form
- ☐ Confidentiality Agreement Form
- ☐ Student Evaluation Form

4. Suggested Tasks and Activities

- **Notes for supervisors**
 - The time range is an average estimate, which may vary with different students.
 - It is a good idea to have some extra tasks that require minimal supervision set aside, in case the main supervisor is caught up with unexpected work commitments such as being called away to a meeting or attend to an 'urgent' matter.

A. Short Tasks (1 to 2 hours)

Level of guidance	Examples of Tasks and Activities	Examples of Tasks and Activities	Resources
	From your organisation	From this tool kit	From this tool kit
Level 1 Minimal guidance	<ul style="list-style-type: none"> ▪ <u>General office work</u> Photocopying documents (simple requirements such as double-sided, stapled) ▪ <u>Simple research</u> Identify and write a short summary of one of your organisation's procedures and policies on work practices such as <ul style="list-style-type: none"> - Receiving customers/visitors - Work Health & Safety 	<ul style="list-style-type: none"> ▪ <u>Staff Interview</u> Interviewing staff on job nature, career paths and opportunities ▪ <u>Simple research</u> <ul style="list-style-type: none"> - Research and write a summary on the Financial Services sector in which your organisation operates ▪ <u>Training (receive phone calls)</u> Learn from training materials 	<ul style="list-style-type: none"> ▶ Short task 1_Staff Interview ▶ Short task 2_simple Research1 ▶ Short task 3_simple Research2 ▶ Short task 4_Receive phone calls
Level 2 Some guidance	<ul style="list-style-type: none"> ▪ <u>General office work</u> <ul style="list-style-type: none"> - Photocopying documents with specific requirements such as enlarging or reducing) - Laminating or binding documents ▪ <u>Training (reception)</u> <ul style="list-style-type: none"> - Observe and write notes on your organisation's reception duties ▪ <u>Training (mail processes)</u> <ul style="list-style-type: none"> - Observe and write notes on the your organisation's mail processes 	<ul style="list-style-type: none"> ▪ <u>Training (process incoming mail)</u> <ul style="list-style-type: none"> - Learn from training materials ▪ <u>Petty cash (manual)</u> <ul style="list-style-type: none"> - Recording petty cash transactions for a simulated 'client' ▪ <u>Business Activity Statement</u> <ul style="list-style-type: none"> - Complete a simple quarterly BAS for a simulated 'client' ▪ <u>Simple spreadsheet calculations</u> <ul style="list-style-type: none"> - Use basic formulas and functions 	<ul style="list-style-type: none"> ▶ Short task 5_Process incoming mail ▶ Short task 6_Petty cash (manual) ▶ Short task7_Business Activity Statement ▶ Short task 8(i)_Excel spreadsheet (Basic) ▶ Short task 8(ii)_Excel file (Basic)

Short Tasks (1 to 2 hours) (cont'd)

Level of guidance	Examples of Tasks and Activities	Examples of Tasks and Activities	Resources
	From your organisation	From this tool kit	From this tool kit
Level 2 Some guidance		<ul style="list-style-type: none"> ▪ <u>Simple tax return</u> <ul style="list-style-type: none"> - Complete a simple individual tax return ▪ <u>Respond to client tax questions</u> <ul style="list-style-type: none"> - Land Tax 	<ul style="list-style-type: none"> ▶ Short task 9_Tax Return_Client1 ▶ Short task 10_Tax Return_Client2 ▶ Short task 11_Land Tax_Client1 ▶ Short task 12_Land Tax_Client2
Level 3 Extensive guidance	<ul style="list-style-type: none"> ▪ <u>Reception duties</u> <ul style="list-style-type: none"> - Receive customers/visitors - Receive phone calls and take messages 	<ul style="list-style-type: none"> ▪ <u>Introductory computerized accounting</u> A series of 6 consecutive short training activities (using MYOB) <ul style="list-style-type: none"> - Set up company file and accounts - Cash receipts - Cash payments - Bank reconciliation - Purchases - Sales <p>Each activity is a short one and can be used on its own.</p>	<ul style="list-style-type: none"> ▶ Short tasks 13 to 18_Intro Comp Actg1 to Intro Comp Actg6

B. Medium Tasks (1/2 to 1 day)

Level of guidance	Examples of Tasks and Activities		Resources
	From your organisation	From this tool kit	
Level 1 Minimal guidance	<ul style="list-style-type: none"> Produce word documents (typing letters, reports etc) Design posters, flyers 	<ul style="list-style-type: none"> <u>Research and write report</u> <ul style="list-style-type: none"> Research and write a report on the organisation's profile, products & services <u>Petty cash</u> <ul style="list-style-type: none"> Design a petty cash book in an Excel spreadsheet Record petty cash transactions 	<ul style="list-style-type: none"> ▶ Medium task 1_Research and Write Report ▶ Medium task 2_Petty Cash
Level 2 Some guidance	<ul style="list-style-type: none"> Observe and assist with <ul style="list-style-type: none"> Collating, filing and storage documents Assist with the preparation of materials and documents for meetings, training sessions or conferences Organise meetings including room bookings, liaise with staff, venue and equipment set up 	<ul style="list-style-type: none"> <u>Respond to client tax questions</u> <ul style="list-style-type: none"> Fringe Benefit Tax (FBT) 	<ul style="list-style-type: none"> ▶ Medium tasks 3 to 5_FBT (Clients 1 to 3)
		<ul style="list-style-type: none"> <u>Respond to client enquiries</u> <ul style="list-style-type: none"> Research and recommend suitable products or services from your organisation 	<ul style="list-style-type: none"> ▶ Medium tasks 6 to 8_Insurance
		<ul style="list-style-type: none"> <u>Excel spreadsheet</u> <ul style="list-style-type: none"> Payroll calculations Depreciation worksheets 	<ul style="list-style-type: none"> ▶ Medium task 9(i)_Excel sprdsheet (Payroll) ▶ Medium task 9(ii)_Excel File (Payroll) ▶ Medium task 9(iii)_PAYG weekly tax table ▶ Medium task 10(i)_Excel sprdsheet (Depn) ▶ Medium task 10(ii)_Excel File (Depn)

Medium Tasks (1/2 to 1 day) (cont'd)

Level of guidance	Examples of Tasks and Activities	Examples of Tasks and Activities	Resources
	From your organisation	From this tool kit	From this tool kit
Level 3 Extensive guidance	<ul style="list-style-type: none"> ▪ Assist with the registering of incoming and outgoing mail ▪ Assist with various accounting duties such as <ul style="list-style-type: none"> - Handling petty cash - Banking - Invoicing - Bank reconciliations 	<ul style="list-style-type: none"> ▪ Intermediate computerised accounting <ul style="list-style-type: none"> - Process accounting transactions (using MYOB) - Each task consists of one month's transactions, with all the setups provided in a pre-set MYO file. - The tasks can be customised for use in the computerised package in your organisation <p>* <u>Student should have completed the introductory computerised accounting activities or have prior knowledge</u> before working on this task.</p>	<ul style="list-style-type: none"> ► Medium tasks 11 to 13_Comp Actg1.1 to 1.3

C. Long Tasks (1 to 5 days)

Level of guidance	Examples of Tasks and Activities	Examples of Tasks and Activities	Resources
	From your organisation	From this tool kit	From this tool kit
Level 1 Minimal guidance	<ul style="list-style-type: none"> A project e.g. designing a promotion or awareness program to encourage your staff to adopt energy efficient work practices (which can include posters, decorating notice boards) 	<ul style="list-style-type: none"> <u>Research and present</u> <ul style="list-style-type: none"> Research on a topic assigned and organise a presentation session 	<ul style="list-style-type: none"> Long task 1_Research and Present
Level 2 Some guidance	<ul style="list-style-type: none"> Processing accounting transactions for clients using the computerised accounting system in your organisation 	<ul style="list-style-type: none"> <u>Respond to client enquiries</u> <ul style="list-style-type: none"> Research and recommend suitable products or services from your organisation 	<ul style="list-style-type: none"> Long tasks 2 to 8_Investment Clients 1 to 7
Level 3 Extensive guidance	<ul style="list-style-type: none"> Prepare advanced tax return (for your clients) 	<ul style="list-style-type: none"> <u>Advanced tax return</u> <ul style="list-style-type: none"> Perform income tax calculations Complete income tax return form Optional (calculate tax payable) <u>Advanced computerised accounting (MYOB)</u> <ul style="list-style-type: none"> Set up company file Set up customers, suppliers Set up inventory items Process 3 consecutive months of integrated accounting transactions without any pre-set files 	<ul style="list-style-type: none"> Long tasks 9 to 13_Tax Return Clients 1 to 5 Long tasks 14 _Adv Comp Actg

VI. APPENDIX A: FINANCIAL SERVICES CURRICULUM FRAMEWORK COURSE INFORMATION

1. Course Structure and Requirements

The HSC outcomes and content for the Financial Services Curriculum Framework course are made up of several broad areas

1. HSC focus areas
2. Units of competency (associated with the HSC focus areas)
3. Mandatory work placement (70 hours)

A. HSC Focus Areas

- (i) **Four mandatory** focus areas
 - Financial Operations
 - Industry Context
 - Safety
 - Work
- (ii) **One** of the three **stream** focus areas
 - Accounting
 - Financial Services
 - Financial Markets and Systems

B. Units of Competency

- (i) Units of competency associated with the mandatory and stream focus areas
- (ii) Elective units of competency (selected from a pool of elective units in the HSC syllabus)

C. Mandatory Work Placement

- (i) 35 hours in year 11
- (ii) 35 hours in year 12

2. Focus Areas and Associated Units of Competency

Focus area	Associated units of competency		Elements
	Unit code	Unit title	
Mandatory			
Financial Operations	FNSACC301A	Process financial transactions and extract interim reports	<ol style="list-style-type: none"> 1. Check and verify supporting documentation 2. Prepare and process banking and petty cash documents 3. Prepare and process invoices for payment to creditors and for debtors 4. Prepare journals and batch monetary items 5. Post journals to ledger 6. Enter data into system 7. Prepare deposit facility and lodge flows 8. Extract a trial balance and interim reports
	FNSACC303A	Perform financial calculations	<ol style="list-style-type: none"> 1. Obtain data and resources for financial calculations 2. Select appropriate methods and carry out financial calculations 3. Check calculations and record outcomes
Industry Context	BSBWOR203B	Work effectively with others	<ol style="list-style-type: none"> 1. Develop effective workplace relationships 2. Contribute to workgroup activities 3. Deal effectively with issues, problems and conflict
Work	FNSINC301A	Work effectively in the financial services industry	<ol style="list-style-type: none"> 1. Work within financial services industry guidelines, procedures and legislation 2. Communicate in the workplace 3. Work safely 4. Use workplace technology 5. Work in a team environment 6. Develop effective work habits

Focus Areas and Associated Units of Competency (cont'd)

Focus area	Associated units of competency		Elements
	Unit code	Unit title	
Safety	BSBWHS201A	Contribute to health and safety of self and others	1. Work safely 2. Implement work safety requirements 3. Participate in WHS consultative processes
	FNSINC301A	Work effectively in the financial services industry	(Refer to previous in "Work" focus area)
Stream (select one)			
Accounting	BSBFIA401A	Prepare financial reports	1. Maintain asset register 2. Record general journal entries for balance day adjustments 3. Prepare final general ledger accounts 4. Prepare end of period financial reports
	FNSACC302A	Administer subsidiary accounts and ledgers	1. Review accounts receivable process 2. Identify bad and doubtful debts 3. Review compliance with terms and conditions and plan recovery action 4. Prepare reports and file documentation
Financial Services	BSBRKG304B	Maintain business records	1. Collate business records 2. Update business or records system 3. Prepare reports from the business or records system
	FNSACM303A	Process payment documentation	1. Enter data to system 2. Create payment facility 3. Verify payments against documentation 4. Effect payments 5. File documentation
	FNSRTS301A	Provide customer service in a retail agency	1. Represent the financial services institution 2. Identify customer financial service needs 3. Process customer transactions
	FNSRTS308A	Balance cash holdings	1. Maintain accurate cash floats 2. Remove receipts from terminal 3. Reconcile takings

Focus Areas and Associated Units of Competency (cont'd)

Stream (cont'd)			
Financial Markets and Systems	FNSFLT203A	Develop understanding of debt and consumer credit	<ol style="list-style-type: none"> 1. Identify and discuss the role of credit in society 2. Identify and discuss the range of credit options available 3. Identify and discuss costs of using credit 4. Analyse and discuss the effective use of consumer credit 5. Manage personal credit rating and history
	FNSFLT205A	Develop understanding of the Australian financial system and markets	<ol style="list-style-type: none"> 1. Describe what is meant by the Australian financial markets 2. Explain the function and role of the Reserve Bank of Australia (RBA) 3. Explain Australia's monetary system 4. Explain the key factors that influence the Australian economy 5. Describe the role of regulators
	FNSFLT206A	Develop understanding of taxation	<ol style="list-style-type: none"> 1. Identify and discuss the role of taxation in the Australian economy 2. Identify and discuss personal tax 3. Identify and discuss business tax 4. Manage tax liability

VII. APPENDIX B: SAMPLE TASKS SUMMARY

Categories	Additional files for the task	Level of guidance	
Short (1 to 2 hours)			
1. Staff Interview		Level 1	Minimal guidance
2. Simple Research 1		Level 1	
3. Simple Research 2		Level 1	
4. Receive Phone Calls		Level 1	
5. Process Incoming Mail		Level 2	Some guidance
6. Petty Cash (manual)		Level 2	
7. Business Activity Statement		Level 2	
8. Excel Spreadsheet (basic)	Excel file	Level 2	
9. Tax Return_Client1		Level 2	
10. Tax Return_Client2		Level 2	
11. Land Tax_Client1		Level 2	
12. Land Tax_Client2		Level 2	
13. Computerised Accounting 1 (Introductory)		Level 3	Extensive guidance
14. Computerised Accounting 2 (Introductory)	MYOB file	Level 3	
15. Computerised Accounting 3 (Introductory)	MYOB file	Level 3	
16. Computerised Accounting 4 (Introductory)	MYOB file	Level 3	
17. Computerised Accounting 5 (Introductory)	MYOB file	Level 3	
18. Computerised Accounting 6 (Introductory)	MYOB file	Level 3	
Medium tasks (1/2 to 1 day)			
1. Research and write a report		Level 1	Minimal guidance
2. Petty cash book		Level 1	
3. Fringe Benefit Tax_Client1		Level 2	Some guidance
4. Fringe Benefit Tax_Client2		Level 2	
5. Fringe Benefit Tax_Client3		Level 2	
6. Select Products for Customer (Car Insurance)		Level 2	
7. Select Products for Customer (Health Insurance)		Level 2	
8. Select Products for Customer (Home Insurance)		Level 2	
9. Excel Spreadsheet (Payroll)	Excel file	Level 2	
10. Excel Spreadsheet (Depreciation)	Excel file	Level 2	
11. Computerised Accounting1	MYOB file	Level 3	Extensive guidance
12. Computerised Accounting2	MYOB file	Level 3	
13. Computerised Accounting3	MYOB file	Level 3	
Long (1 to 5 days)			
1. Research and Present		Level 1	Minimal guidance
2. Investment_Client1		Level 2	Some guidance
3. Investment_Client2		Level 2	
4. Investment_Client3		Level 2	
5. Investment_Client4		Level 2	
6. Investment_Client5		Level 2	
7. Investment_Client6		Level 2	
8. Investment_Client7		Level 2	
9. Tax Return_Client1		Level 3	Extensive guidance
10. Tax Return_Client2		Level 3	
11. Tax Return_Client3		Level 3	
12. Tax Return_Client4		Level 3	
13. Tax Return_Client5		Level 3	
14. Advanced Computerised Accounting		Level 3	