



## BSB50420 DIPLOMA OF LEADERSHIP AND MANAGEMENT (RELEASE 1)

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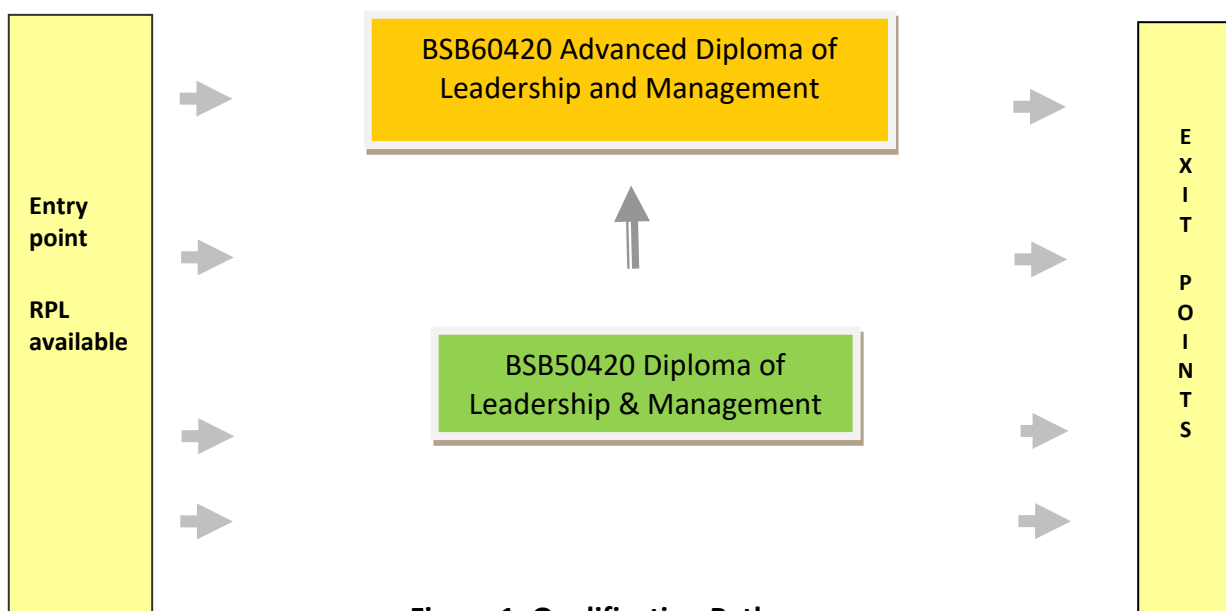
## Introduction to the strategy documentation:

This strategy document is prepared in line with Wall Street College (WSC) policy on the preparation of Training and Assessment strategy documentation. This policy sets out how WSC will manage planning, delivery and assessment across all levels of documentation to support implementation of the Training Package on the scope of registration.

## OVERVIEW OF THE TRAINING AND ASSESSMENT STRATEGY DOCUMENT:

WSC has five (5) qualifications from the BSB- Business Service Training package which consists of the Certificate IV in Marketing & Communication, Diploma of Marketing & Communication, Advanced Diploma of Marketing & Communication, Diploma of Leadership & Management, and Advanced Diploma of Leadership & Management.

Analysis of the BSB qualifications rules, the available field and domain and assessment guidelines involved detailed mapping to identify selected units as core and elective recommended skill set, unit clustering and sequencing, on which are based learning outcomes of relevance and appropriateness to our target learner group. This information and analysis combined with industry consultation led to the decision to offer this program.



**Figure 1: Qualification Pathway**

## TARGET GROUP:

The target groups for BSB50420 Diploma of Leadership and Management are international students who:

- Wish to complete the BSB50420 Diploma of Leadership and Management to enter the skilled workforce in a leadership / management role.
- Have limited experience and wish to commence this qualification as a standalone and some may complete as part of a preferred pathway to higher level of VET study or Higher Education programs.

## Characteristics of the target group

International students from various countries who are seeking to develop their skills and knowledge in a leadership and/or management industry field to further their career prospects or study pathways. Typically, these students will be between 18 to 30 years and do not have any work experience.

Students may be onshore students currently based in Australia or offshore students applying from overseas. Most students speak English as a second language and must satisfy English language proficiency in order to successfully enrol into the course.

## ENTRY REQUIREMENTS:

WSC has the following entry requirements:

- **[Age Requirement]:** Students must be at least 18 years of age
- **[Knowledge Requirement]:** Year 12 completion or overseas equivalent; OR Successful completion of any AQF Certificate IV level (or above) courses in Business or in relevant field. OR Have a minimum of 2 years of experience in supervisory role.
- **[English Requirement]:** For international students, IELTS overall 5.5 or its equivalent (TOEFL/PTE/Cambridge English are acceptable), OR complete Australian ELICOS course at upper intermediate level, OR pass the WSC English placement test at upper intermediate level (at least 60 points out of 100) unless your nationality is the US, UK, New Zealand, Canada or Ireland.

## PATHWAY:

After completing the BSB50420 Diploma of Leadership and Management, Students can articulate into further study of the Advanced Diploma of Leadership and Management offered by Wall Street or any other RTO or they may continue their studies in Higher Education.

## VOCATIONAL OUTCOME:

Job roles and titles vary across industry sectors. Possible job titles relevant to this qualification include:

- Sales Team Manager
- Frontline Manager
- Business Development Manager
- Business Manager
- Production Manager

## INDUSTRY CONSULTATION PROCESS

### CONTRIBUTING TO THE DEVELOPMENT OF THE TRAINING AND ASSESSMENT STRATEGY:

WSC will engage with business enterprise representatives during development, ongoing review and evaluation of:

- Course design,
- Choice of electives,
- Learning materials and
- Assessments methods/mechanisms,

to ensure that the course meets the needs of industry/business enterprise, the current BSB Training Package, the Standards for RTOs 2015 and the needs of our clients (students).

This strategy ensures that a strong relationship is maintained with industry and that the courses provided by WSC meet the skills and needs requirements of industry/enterprise employers.

The College uses industry consultation to:

- Determine job outcomes and the content required to effectively prepare candidates for the industry/enterprise;
- Seek input and collaboration with relevant industry/enterprise stakeholders who are currently working in the field of business;
- Assist with the design of the overall course structure to maximise learners' opportunities for employment, advancement or further education;
- Select electives that best suit the skills required for the targeted vocational outcomes;
- Design the assessment tasks and classroom activities within the context of a simulated workplace environment and ensure training and assessment resources are aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package;
- Recommend appropriate training and assessment resources according to the training and assessment strategy; and
- Ascertain the industry skills required of trainers and assessors.

### Procedure:

The following strategies will be used by WSC to obtain industry/enterprise feedback on the suitability of training and assessment strategies and resources used in the delivery of the Vocational Business courses proposed to be delivered by the provider.

#### 1. *Direct engagement with industry representatives*

- Current industry skills may be informed by consultations with Industry/enterprises and may include, but are not limited to:
  - Knowledge of latest techniques and processes;
  - Product knowledge;
  - Understanding and knowledge of legislation relevant to the industry employment and workplaces;

- Being customer/client-oriented;
  - Possessing formal industry and training qualifications; and
  - Training content that reflects current industry practice.
- WSC will engage directly with industry when designing training and assessment strategies and assessments at the following intervals:
    - During initial design and prior to release by the college for use in the delivery of relevant qualifications;
    - Resulting from changes to relevant training packages;
    - When relevant units of competency are superseded and result in changes such as qualification core and elective units, nominal hours, etc.;
    - Assistance with implementation of the College's assessment system review to ensure compliance with training package or VET accredited course assessment requirements and Principles of Assessment;
    - In response to specific risks identified from the College's industry consultation process, employer feedback and/ or other sources;

The feedback from direct industry/enterprise engagement will be recorded by the College and maintained for future consultation and compliance purposes. Opportunities for improvement, once approved will be incorporated into relevant training and assessment strategies and assessments.

## 2. *Industry knowledge and updates*

- The College will keep abreast of information from key entities that may have an impact on the currency of current training and assessment strategies.
- Relevant changes to training packages or legislation may impact upon the currency of current training and assessment strategies and may require further industry consultation.
- Such information is acquired through:
  - Subscription to the Australian Industry and Skills Committee - <https://www.aisc.net.au/>
  - Review the Skills Website - <https://www.education.gov.au/skills-and-training>

## **QUALIFICATION STRUCTURE:**

The following table shows the core and pre-selective elective units, the sequence of delivery units and delivery hours:

### **PACKAGING RULES**

**Total number of units = 12**

**6 core units** plus

**6 elective units**, of which:

- 4 elective units must be selected from the elective units listed
- for the remaining 2 elective units:
  - up to 2 units may be selected from the elective units listed
  - if not listed, up to 2 units may be selected from a Certificate IV or above, from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

<b>BSB50420 Diploma of Leadership and Management</b>		
<b>Code</b>	<b>Title</b>	<b>Core or Elective</b>
1. BSBCMM511	Communicate with influence	Core
2. BSBCRT511	Develop critical thinking in others	Core
3. BSBLDR523	Lead and manage effective workplace relationships	Core
4. BSBOPS502	Manage business operational plans	Core
5. BSBPEF502	Develop and use emotional intelligence	Core
6. BSBTWK502	Manage team effectiveness	Core
7. BSBXCM501	Lead communication in the workplace	Qualification Elective
8. BSBTWK503	Manage meetings	Qualification Elective
9. BSBOPS501	Manage business resources	Qualification Elective
10. BSBPEF501	Manage personal and professional development	Qualification Elective
11. BSBOPS504	Manage business risk	Qualification Elective
12. BSBLDR522	Manage people performance	Qualification Elective

#### **TRAINING AND ASSESSMENT OVERVIEW:**

The qualification is delivered over 52 weeks comprising of:

- 4 terms (4 x 10 weeks, 40 weeks in total)
- Holiday breaks amounting to 12 weeks (as specified in the timetable)

Students are required to attend 20 hours of classroom training per week and complete structured self-study of 5 hours per week. Homework is expected to be approximately 5 hours per week.

The training and assessment schedule shows the weeks during which training is delivered and assessment is conducted for each unit.

The total amount of training provided being structured classroom sessions is 800 hours and for structured self-study is 200 hours. Time schedule for assessment in class is 120 hours. Homework which is unsupervised and may include research for assessment and general reading is expected to be 200 hours in total (or 5 hours per week over a period of 40 weeks).

Total training and assessment hours therefore amount to 1200 hours and the volume of learning (including unsupervised learning of homework) is 1200 hours. A detailed breakdown of hours is provided in the Training and Assessment Schedule

WSC has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 1 – 2 years and 1,200 hours to 2,400 hours. It is considered that the

duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time.

### **TRAINING STRATEGY:**

This program- BSB50420 Diploma of Leadership and Management - is delivered in an institution-based environment with face-to-face delivery. The mode of training is highly practical with a combination of practical projects, practical tasks within a simulated workplace, tutorials, group activities and theory-based documents.

The context of the simulated workplace environment will be incorporated into training methodologies and students will complete tasks to appropriate workplace standards. Training methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the business (or related) role in the workplace.

WSC will use the following strategies to deliver the program:

#### **In Class Learning Activity:**

Trainers will deliver a presentation to the class of a particular topic area that is primarily theory based. The focus of in class learning activities is on transmission and acquisition of key knowledge in the relevant unit of competency.

While delivering each session, the trainer introduces the unit of competency and delivers lecture-style classes. The trainer will elaborate on content, answer questions and encourage group interaction/participation.

Students have at their disposal a computer lab with the necessary resources and computer equipment to create presentations, repeat and reinforce topics taught in classrooms or research topics using the Internet.

Emphasis will be given to reflecting “real work situations” in order to develop the skills identified in the “employability skills” for this qualification.

#### **Relationship of class to assessment**

Assessment tasks that focus on knowledge requirements are completed by students on campus within the scheduled face to face hours.

#### **Class Demonstrations:**

Demonstrations allow trainers to perform a practical task in front of the students. During the demonstration the trainer will explain and justify each step they take to achieve the goal of the demonstration and answer any questions put forward. The focus of demonstrations is to allow students to see how a practical task can be completed from start to finish or to see how a tool or device can operate in different scenarios.

During class demonstration, students can receive additional support from the trainer. The class demonstration will allow students the time to reflect and absorb the knowledge, and to observe how practical tasks are carried out in different contexts in order to perform assessment tasks successfully.



**Relationship of class to assessment**

Assessment tasks that focus on performance requirements are completed by students in class tutorials/workshop (below). Class demonstration will allow students to observe how practical tasks are generally completed, which will equip them with knowledge and skills prior to practicing and completing their practical tasks.

**Class Tutorials/Workshop:**

Tutorials/workshop allow students to complete simulated practical tasks while following the instructions of the trainer. The focus of learning during class tutorials/workshops is on the learner's demonstration of the required behaviors, values and skills of the relevant unit of competency.

During the class tutorials/workshops, students will be required to complete practical assessment activities such as role-plays, meetings, interviews, presentations and related performative activities. Tutorials/workshops generally involves all students completing the same simulated task, but they should allow for individual creative input at various stages and individual experimentation will also be encouraged throughout.

**Relationship of class to assessment**

Where a unit of competency includes assessor-led assessment tasks, such as role-plays and presentations, these will be conducted within class tutorials/workshop. Assessment performance also occurs in class tutorials/workshop.

**Class Activities:**

Class activities give trainers the opportunity to better simulate workplace conditions by having students participate in a collaborative task. The focus of class activities is on the practice and acquisition of key skills and knowledge in the relevant unit of competency.

During class activities, student participate in pair work, group work and peer-to-peer activities. They may also conduct individual research and learning activities at their own pace as and where required. Student will subsequently be assessed on their contribution and performance via direct observation or by the collaborative work they produce. Some examples of activities are listed below.

- Collaborative project where all students complete a minor task individually which will be combined to form a larger project.
- Trainer facilitates and in-class discussion on a particular topic area. Students have the opportunity to offer their opinions and share experiences to explore the topic area.

**Relationship of class to assessment**

Class activities will allow learners to acquire relevant knowledge and practice on performance required from a unit of competency, which in turn help learners to complete both their theory and performance components successfully.

**Self-study Activities:**

Students are required to complete a range of activities outside of class, such as reading, research, quizzes, and practice tasks to support the face-to-face learning and assessment. These activities are assigned by the trainer during the face-to-face classes and students are provided with written instructions as to what needs to be completed by the next class.

The number and nature of these self-study activities is designed to match the allocated hours for the respective unit in the Qualification Structure table in the TAS.

Trainers monitor and facilitate the completion of these Self Study Activities each week and provide feedback to support the student's learning and ability to complete formal assessment tasks. Trainers are available to students through the student communication portal, email or by face-to-face individual appointment discussions after class learning hours.

### **Relationship of class to assessment**

Self-study activities allow learners to set their own schedule during their time off campus and learn at their own pace. Self-study activities enable learners to acquire additional knowledge relevant to each unit of competency, which will increase the possibility of completing their assessment successfully.

### **Simulated training environment**

The simulated training environment is achieved by using equipment, tools, technology, workplace conditions, legislation, quality standards and approaches to work that match those currently employed in industry. For example, workplace plans (business/operational/ weekly), administration documentation, IT hardware and Microsoft office software applications, telephones, tables and chairs, policy and procedure manual.

Students understanding of the workplace and its requirements will be developed throughout the course. The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or videos. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into training and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.

During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.

**The College's timetable structure:**

**Academic Year 2021 to 2022 Teaching Calendar**

Term	Start Date		End Date	Duration
Term 2	Mon 12 April		Sun 20 June	10 Weeks
Break (3 Weeks)				
Term 3	Mon 12 July		Sun 19 September	10 Weeks
Break (3 Weeks)				
Term 4	Mon 11 October		Sun 19 December	10 Weeks
Break (3 Weeks)				
Term 1	Mon 11 January		Sun 21 March	10 Weeks
Break (3 Weeks)				

Orientation is held on the Friday before the first day of the course commencement day. If the commencement dates fall on a public holiday the commencement will be on the following business day.

**ASSESSMENT STRATEGY:**

WSC's assessment strategy for the BSB50420 Diploma of Leadership and Management course draws on a range of methods of assessment over a period of time. The rationale is based on recommended educational design models which will enable evidence to be gathered suitable to each particular units of competency of this course.

All assessment tasks that focus on knowledge requirements are completed by students on campus within the face-to-face hours, and assessor-led assessment tasks (practical components) are conducted and assessed during class tutorials/workshop under simulated industry environment.

**Assessment Materials**

Assessment materials comprise:

- Assessor Marking Guide and mapping: includes benchmark answers for each assessment, as well as checklists in which the assessor is to record their assessment decisions. Mapping to each unit is also provided.
- Student Assessment Tasks: There is one for each unit of competency that includes instructions to students about each of their assessments. It also includes an assessment plan where students can record the due dates of each task and an Assessment Task Cover Sheet that must be completed for each Assessment submission.
- Other documents specific to the workplace simulation task requirements are also included with the assessment tasks. These include document templates and simulated workplace policies and procedures and are described in the student and assessor instructions as relevant.

## Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies, observations and short answer questions.

Assessment conditions will ensure a simulated workplace environment for classroom-based assessment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

## Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The principles of assessment are:

- Validity
- Reliability
- Flexibility
- Fairness

The rules of evidence are:

- Authenticity
- Currency
- Sufficiency
- Validity

To ensure these principles and rules are followed, the RTO:

- Requires students to submit assessment tasks with a signed Assessment Task Cover Sheet stating that the work is their own, thus ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are met, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions, ensuring Validity and Sufficiency.
- Evidence is Current as it relies on evidence collected during the course.

- Reliability is ensured by having clearly defined benchmarks and conducting regular validation of assessment evidence and systems.
- Flexibility is ensured by utilising a range of assessment methods and being able to make reasonable adjustments if required.
- Fairness is ensured through providing clear instructions to students in the Student Assessment Task booklet and making reasonable adjustments as required. Students are required to sign a Student Agreement regarding the assessment tasks for each assessment. Students may also appeal an assessment decision by following the Complaints and Appeals Policy and Procedure.

### **EVIDENCE-GATHERING TECHNIQUES:**

Evidence is the term used to describe the information gathered from the students that is used to assess their competency throughout the course. It can be gathered in a variety of ways and the Trainer/Assessor will use a combination of the methods described above throughout the learning program.

## Assessment Matrix for BSB50420 Diploma of Leadership and Management

Unit Code	Unit Title	Assessment Method
1. BSBCMM511	Communicate with influence	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
2. BSBCRT511	Develop critical thinking in others	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
3. BSBLDR523	Lead and manage effective workplace relationships	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
4. BSBOPS502	Manage business operational plans	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
5. BSBPEF502	Develop and use emotional intelligence	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
6. BSBTWK502	Manage team effectiveness	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
7. BSBXCM501	Lead communication in the workplace	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
8. BSBTWK503	Manage meetings	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
9. BSBOPS501	Manage business resources	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
10. BSBPEF501	Manage personal and professional development	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
11. BSBOPS504	Manage business risk	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
12. BSBLDR522	Manage people performance	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>

## **TRAINING AND ASSESSMENT PLAN:**

A training and assessment plan (TAP) has been developed to provide the details, sequence and structure of the learning and assessment activities. It identifies the planned learning and assessment activities at the macro level to assist the trainers and assessors to understand the delivery and assessment process. This plan includes an outline of the assessment tasks, structure of training, methods of training, activities, date and time of training and resources that will be required to be completed for each unit of competency. Please refer to our Training and Assessment Plan for macro level.

## **REASONABLE ADJUSTMENT- SPECIAL LEARNING NEEDS:**

WSC has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the Academic Manager.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.

The learning needs that forms the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standards.

The program may be organised/formatted around a combination of approaches including:

- RPL/RCC
- Classroom training
- In class practical sessions
- A combination of the above.

## **ISSUING THE STATEMENT OF ATTAINMENT:**

In the case where a student decides to withdraw from the course at any stage, WSC will issue a Statement of Attainment for units of competency completed as partial completion of their enrolled course within 30 days of an enrollment completion.

## **CREDIT TRANSFER & RECOGNITION OF PRIOR LEARNING (RPL):**

**RPL** – Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). Application may only be made at enrolment and payment of fees and must be made using the application form that will be provided.

**Credit Transfer** – Students who have completed units of competency from their course at WSC or other RTOs will be eligible for credit transfer on presentation of a verified transcript, Award or Statement of Attainment

#### **NATIONAL RECOGNITION:**

- Applicants for National Recognition must complete the student National recognition application form, attach a copy of a verified Award or Statement of Attainment and submit the application to the Academic Manager.
- The Academic Manager must check the Award or Statement of Attainment and grant National recognition for identical units that have been identified as being completed at another Registered Training Organisation.
- Verified copies of Qualifications and Statements of Attainment used as the basis for granting National Recognition must be placed in the student's file.
- The completed National Recognition record must be signed by the student and the Academic Manager.
- Granting of National Recognition must be recorded as a unit outcome in the student's file.
- Student's individual training plans will be adjusted to reflect any National Recognition granted.
- Students may use our RTO appeal procedures if dissatisfied with the outcome of their National Recognition applications.

#### **TRAINING FACILITY RESOURCE:**

WSC has an established VET infrastructure to serve the needs of the training program and meet the training package requirements. The training premises will be located at:

Melbourne: Level 4, 20 Queen St, Melbourne, VIC 3000 Australia; and  
Hobart: Level 2, 27 Elizabeth St, Hobart, TAS 7000 Australia.

Students will be able to access the campus's computer laboratories at this same location.

#### **Classrooms:**

Classrooms are fully equipped with white boards, data projectors, and Internet connections. All classrooms are well furnished with study tables and chairs.

#### **Computer Labs:**

The college has dedicated computer labs for training purposes as well as for after class work by the students. Other computers are available for student self-study and assessment purposes in the open study area. All computers are connected to printers and are equipped with the latest LMS software for training and assessment.

#### **Printing and Photocopying Facilities:**

All students have access to printing and photocopying facilities for course related materials. These facilities are available on user pay basis. Please contact the student services officer or IT help desk personal for further information.



### Resource Centre:

All students have access to learning resource centre materials which consists of reference textbooks for use during their self-study session. All staff (including full-time, part-time, casual and contractors) involved in delivering the program have access to trainer, assessor and student support materials relevant to their areas of delivery and assessment through our LMS Moodle online learning platform.

All trainers & assessors have access to Trainer Guide, Learner Guide, PowerPoint Presentation, electronic copy of assessment tool, marking guide used in this program, assessment supporting resources and training and assessment plan for the following units of competency:

<b>BSB50420 Diploma of Leadership and Management</b>	
<b>Code</b>	<b>Title</b>
1. BSBCMM511	Communicate with influence
2. BSBCRT511	Develop critical thinking in others
3. BSBLDR523	Lead and manage effective workplace relationships
4. BSBOPS502	Manage business operational plans
5. BSBPEF502	Develop and use emotional intelligence
6. BSBTWK502	Manage team effectiveness
7. BSBXCM501	Lead communication in the workplace
8. BSBTWK503	Manage meetings
9. BSBOPS501	Manage business resources
10. BSBPEF501	Manage personal and professional development
11. BSBOPS504	Manage business risk
12. BSBLDR522	Manage people performance

<b>Resources</b>	
<b>Trainer &amp; Assessor Resources</b>	<b>Student Resources</b>
Training and Assessment Strategy Training and Assessment Plan  For each unit of competency (UoC): <ul style="list-style-type: none"> <li>● Trainer guide</li> <li>● PowerPoint Presentation</li> <li>● Marking guide</li> <li>● Assessment mapping</li> <li>● Assessment supporting resources</li> </ul>	For each unit of competency (UoC), students will receive: <ul style="list-style-type: none"> <li>● Student Guide</li> <li>● PowerPoint Presentation</li> <li>● Student Assessment Booklet</li> <li>● Assessment supporting resources</li> </ul>

### **Student Support and Learning Assistance:**

Learning Assistance is available for students requiring additional academic support or remedial literacy/numeracy assistance. One-to-one assistance with assignments and assessment tasks are provided with a prior appointment.

### **Wireless Campus:**

Classrooms and open study areas provide wireless internet connectivity to all students. Students are strongly recommended to acquire a notebook computer of their own to increase their study effectiveness. This is stipulated in the Student Agreement Template.

### **TRAINER AND ASSESSOR QUALIFICATIONS:**

Trainers and Assessors for this course must meet the following requirements:

Hold the TAE40110 Certificate IV in Training and Assessment and also have:

Either one of the following:

TAELLN411 Address adult language, literacy and numeracy skills

TAELLN401A Address adult language, literacy and numeracy skills

Plus one of the following:

TAEASS502 Design and develop assessment tools

TAEASS502A Design and develop assessment tools

TAEASS502B Design and develop assessment tools

**OR**

Hold the TAE40116 Certificate IV in Training & Assessment

**OR**

Hold a diploma or higher-level qualification in adult education

Have the relevant vocational competencies at least to the level being delivered or assessed.

Demonstrate current industry skills directly relevant to the training/ assessment being undertaken

Continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence.

### **MONITORING AND EVALUATION:**

The TAS will be reviewed at least every twelve (12) months or as required due to the changes to the Training Package, organisational resources, client needs or industry consultation. These changes will be implemented only when approved by the Principal Executive Officer.

### **ASSESSMENT VALIDATION PROCESS:**

WSC has a plan for, and implements, systematic validation of assessment practices and judgements. The Validation Plan ensures that each unit on the WSC's scope of registration is validated at least once every five years, with at least 50% of all units validated within the first three years of each five-year cycle.

The Validation Plan includes:

- When assessment validation will occur

- Which training products will be the focus of the validation
- Who will lead and participate in the validation activities

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.10 & 1.11). Collectively, those involved in validation must have:

- Vocational competencies and current industry skills
- Current knowledge and skills in vocational teaching and learning
- The training and assessment qualification or assessor skill set

A statistically valid sample is one that is:

- large enough that the validation outcomes of the sample can be applied to the entire set of judgements, and
- taken randomly from the set of assessment judgements being considered.

The assessment validation schedule and policy and procedures can be found on **Trainer Share Drive**. Discussions and recommendations during validation meetings will be recorded on a validation checklist and stored on WSC Compliance shared **drive under Validation Folder**.

#### **ASSESSMENT MODERATION PRACTICES:**

WSC will moderate the assessment judgements from a sample of the units of competency within each qualification every term. At least two units of competency should be sampled when moderating a qualification. WSC will moderate a suitable sample size of assessments and will randomly select the student assessments to be moderated.

#### **INDUSTRY ENGAGEMENT RECORD:**

This BSB50420 Diploma of Leadership and Management Training and Assessment Strategy document has been developed in consultation with the following enterprise and industry people.

Industry Consultants:

1. Daniel Watson- Head of Sales at Matilda Bay Brewery who holds the following qualification:
  - a. Bachelor of Business (International Trade)- Victoria University, Australia 2004
2. Joshua Mangan- Chief Operating Officer at mydeal.com.au who holds the following qualifications and accreditations:
  - a. Chartered Accountant- Institute of Chartered Accountants- 2011
  - b. Bachelor of Commerce (Accounting)- La Trobe University, Australia- 2007
3. David Playfair- Chief Executive Officer at Playfair Mortgage Group who holds the following qualification:
  - a. Bachelor of Business- La Trobe University, Australia- 2005

### TRAINING & ASSESSMENT PLAN

Term 1	Qualification - BSB50420 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Self-study hours	Unsupervised study hours
Week 01	BSBLDR522 Manage people performance	1. Allocate work		20		5	5
Week 02		2. Assess performance		20		5	5
Week 03		3. Provide feedback		20		5	5
Week 04		4. Manage follow up	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 05	BSBCMM511 Communicate with influence	1. Identify communication requirements 2. Negotiate to achieve agreed outcome		20		5	5
Week 06		3. Participate in and lead meetings		20		5	5
Week 07		4. Make presentations	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 08	BSBOPS504 Manage business risk	1. Establish risk context 2. Identify risks		20		5	5
Week 09		3. Analyse risks		20		5	5
Week 10		4. Select and implement treatments	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5

Qualification	BSB50420 Diploma of Leadership and Management		Volume of Learning
Week 11	Term Break		Re-assessment if required
Week 12	Term Break		Re-assessment if required
Week 13	Term Break		Re-assessment if required

Term 2	Qualification - BSB50420 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Self-study hours	Unsupervised study hours
Week 14	BSBOPS501 Manage business resources	1. Analyse resource requirements		20		5	5
Week 15		2. Develop resource plans		20		5	5
Week 16		3. Allocate resources		20		5	5
Week 17		4. Review and report on resource usage	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 18	BSBLDR523 Lead and manage effective workplace relationships	1. Establish effective workplace relationship processes		20		5	5
Week 19		2. Manage effective workplace relationships		20		5	5
Week 20		3. Review management of workplace relationships	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 21	BSBP501 Manage personal and professional development	1. Manage work goal development		20		5	5
Week 22		2. Facilitate achievement of work priorities		20		5	5
Week 23		3. Develop and maintain professional competence	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5

Qualification	BSB50420 Diploma of Leadership and Management	
Week 24	Term Break	Re-assessment if required
Week 25	Term Break	Re-assessment if required
Week 26	Term Break	Re-assessment if required

Term 3	Qualification - BSB50420 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Self-study hours	Unsupervised study hours
Week 27	BSBCRT511 Develop critical thinking in others	1. Assess individual and team critical and creative thinking skills		20		5	5
Week 28		2. Establish an environment that encourages the application of critical and creative thinking		20		5	5
Week 29		3. Monitor and improve thinking practices		20		5	5
Week 30			Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 31	BSBTWK502 Manage team effectiveness	1. Establish team performance plan 2. Develop and facilitate team cohesion		20		5	5
Week 32		3. Facilitate teamwork		20		5	5
Week 33		4. Liaise with stakeholders	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 34	BSBXCM501 Lead communication in the workplace	1. Establish communication protocols 2. Coordinate effective communication		20		5	5
Week 35		3. Present and negotiate persuasively		20		5	5
Week 36		4. Review communication practices	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5

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Week 37	Term Break	Re-assessment if required
Week 38	Term Break	Re-assessment if required
Week 39	Term Break	Re-assessment if required

Term 4	Qualification - BSB50420 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Self-study hours	Unsupervised study hours
Week 40	BSBOPS502 Manage business operational plans	1. Establish operational plan		20		5	5
Week 41		2. Manage resource acquisition		20		5	5
Week 42		3. Monitor and review operational performance		20		5	5
Week 43			Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 44	BSBPEF502 Develop and use emotional intelligence	1. Prepare to develop emotional intelligence		20		5	5
Week 45		2. Develop emotional intelligence		20		5	5
Week 46		3. Promote development of emotional intelligence in others	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 47	BSBTWK503 Manage meetings	1. Prepare for meetings		20		5	5
Week 48		2. Conduct meetings		20		5	5
Week 49		3. Follow up meetings	Assessment Task 1 – Knowledge Questions Assessment Task 2 – Project Portfolio	10	10	5	5

Qualification	BSB50420 Diploma of Leadership and Management	
Week 50	Term Break	Re-assessment if required
Week 51	Term Break	Re-assessment if required
Week 52	Term Break	Re-assessment if required