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**WALL STREET
COLLEGE**

BSB40820 CERTIFICATE IV IN MARKETING AND COMMUNICATION (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.

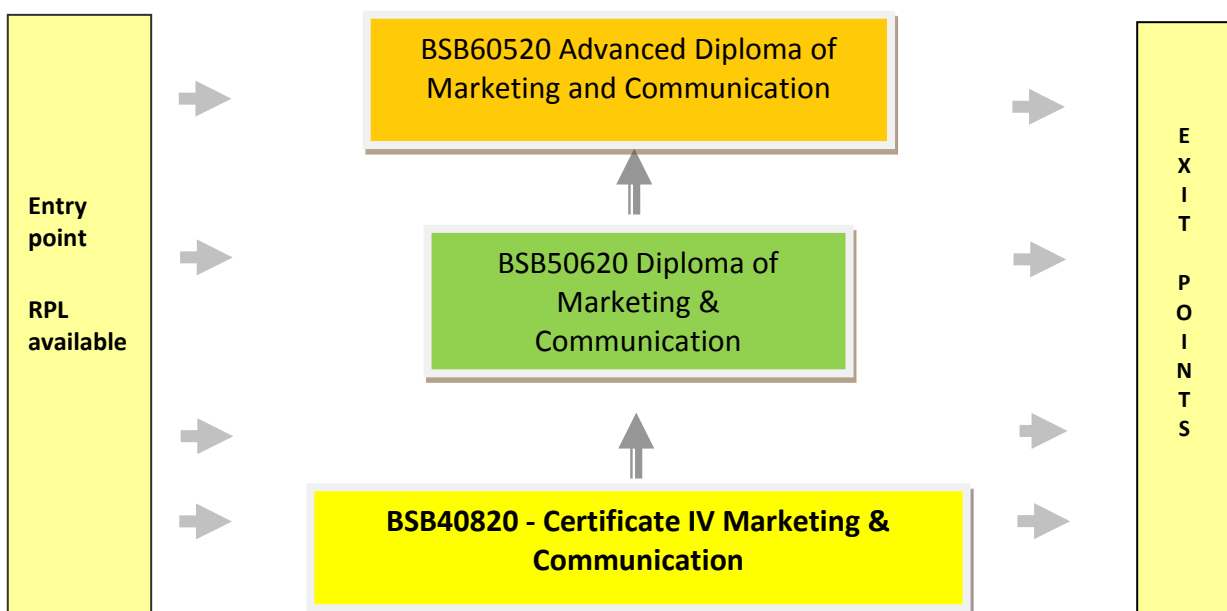


Figure 1: Qualification Pathway

TARGET GROUP:

The target groups for BSB40820 Certificate IV in Marketing and Communication are international students who:

- Wish to complete the BSB40820 Certificate IV in Marketing and Communication to enter the skilled workforce in a marketing and communication role.

- Have limited experience and wish to commence this qualification at Certificate IV level and move through a packaged course which includes BSB50620 Diploma of Marketing and Communication and BSB60520 Advanced Diploma of Marketing and Communication.
- Students may also complete this qualification as a standalone or some may complete as part of preferred pathway to a higher education program.

Characteristics of the target group

International students from various countries who are seeking to develop their skills and knowledge in a marketing and/or communication 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]:** Students who intend to enroll in this course must prove their successful completion of Australian Year 12 or international equivalent or be a mature age student that has completed Year 11.
- **[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 BSB40820 Certificate IV in Marketing & Communication, students may continue their studies in BSB50620 Diploma of Marketing and Communication at WSC or any RTO.

VOCATIONAL OUTCOME:

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

- Public Relations Officer
- Marketing Officer
- Marketing Coordinator

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:

- 2 elective units must be selected from Group A
- 2 elective units must be selected from Group B
- for the remaining 2 elective units:
 - up to 2 units may be selected from Groups A and B
 - if not listed, up to 2 units may be selected from a Certificate III, Certificate IV or Diploma 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.

BSB40820 Certificate IV in Marketing and Communication	
Code & Title	Core or QE = Qualification Elective GE = General Elective
1. BSBCMM411 Make presentations	Core
2. BSBCRT412 Articulate, present and debate ideas	Core
3. BSBMKG433 Undertake marketing activities	Core
4. BSBMKG435 Analyse consumer behaviour	Core
5. BSBMKG439 Develop and apply knowledge of communications industry	Core
6. BSBWRT411 Write complex documents	Core
7. BSBMKG431 Assess marketing opportunities	QE (Group A)
8. BSBLDR413 Lead effective workplace relationships	GE
9. BSBMKG434 Promote products and services	QE (Group A)
10. BSBMKG440 Apply marketing communication across a convergent industry	QE (Group A)
11. BSBCRT411 Apply critical thinking to work practices	QE (Group B)
12. BSBXCM401 Apply communication strategies in the workplace	QE (Group B)

TRAINING AND ASSESSMENT OVERVIEW:

The qualification is delivered over 39 weeks comprising of:

- 3 terms (3 x 10 weeks, 30 weeks in total)
- Holiday breaks amounting to 9 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 480 hours and for structured self-study is 150 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 150 hours in total (or 5 hours per week over a period of 30 weeks).

Total training and assessment hours therefore amount to 750 hours and the volume of learning (including unsupervised learning of homework) is 900 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 .05 - 2 years and 600 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 BSB40820 Certificate IV in Marketing and Communication 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 1	Mon 12 April		Sun 20 June	10 Weeks
Break (3 Weeks)				
Term 2	Mon 12 July		Sun 19 September	10 Weeks
Break (3 Weeks)				
Term 3	Mon 11 October		Sun 19 December	10 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 BSB40820 Certificate IV in Marketing and Communication 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 BSB40820 Certificate IV in Marketing and Communication

Unit code and title	Assessment Method
1. BSBCMM411 Make presentations	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
2. BSBCRT412 Articulate, present and debate ideas	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
3. BSBMKG433 Undertake marketing activities	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
4. BSBMKG435 Analyse consumer behaviour	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
5. BSBMKG439 Develop and apply knowledge of communications industry	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
6. BSBWRT411 Write complex documents	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
7. BSBMKG431 Assess marketing opportunities	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
8. BSBLDR413 Lead effective workplace relationships	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
9. BSBMKG434 Promote products and services	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
10. BSBMKG440 Apply marketing communication across a convergent industry	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
11. BSBCRT411 Apply critical thinking to work practices	<i>Assessment Task 1 – Knowledge Questions</i> <i>Assessment Task 2 – Project Portfolio</i>
12. BSBXCM401 Apply communication strategies in the workplace	<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:

BSB40820 Certificate IV in Marketing & Communication	
Code	Title
1. BSBCMM411	Make presentations
2. BSBCRT412	Articulate, present and debate ideas
3. BSBMKG433	Undertake marketing activities
4. BSBMKG435	Analyse consumer behaviour
5. BSBMKG439	Develop and apply knowledge of communications industry
6. BSBWRT411	Write complex documents
7. BSBMKG431	Assess marketing opportunities (Group A)
8. BSBLDR413	Lead effective workplace relationships (import)
9. BSBMKG434	Promote products and services (Group A)
10. BSBMKG440	Apply Marketing communication across a convergent industry (Group A)
11. BSBCRT411	Apply critical thinking to work practices(Group B)
12. BSBXCM401	Apply communication strategies in the workplace (Group B)

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

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 / Chief 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 BSB40820 Certificate IV in Marketing & Communication Training and Assessment Strategy document has been developed in consultation with the following enterprise and industry people.

Industry Consultants:

1. Natasha Watson- Marketing Manager at The Style Co. and Superbloom who holds the following qualification:
 - a. Bachelor of Business (Marketing and Management)- La Trobe University, Australia 2008
2. Ollie Wearne – Mother at Mother (Advertising Company) who holds the following qualification:
 - a. Bachelor of Communication (Advertising)- RMIT University- 2008
3. Grace Wearne- Communication Manager at GoFundMe who holds the following qualification:
 - a. Bachelor of Communication (Media Studies)- RMIT University, Australia- 2016

TRAINING & ASSESSMENT PLAN

Term 1	BSB40820 Certificate IV in Marketing & Communication			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	BSBCRT411 Apply critical thinking to work practices	Topic 1: Establish role of critical thinking in workplace. Topic 2: Lead critical thinking process.		20		5	5
Week 02		Topic 3: Develop critical thinking mindset	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 03	BSBCRT412 Articulate, present and debate ideas	Topic 1: Establish framework for communication. Topic 2: Develop ideas for communication.		20		5	5
Week 04		Topic 3: Debate and discuss ideas	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 05	BSBMKG440 Apply marketing communication across a convergent industry	Topic 1: Establish convergent environment		20		5	5
Week 06		Topic 2: Prepare convergent tools and techniques		20		5	5
Week 07		Topic 3: Implement marketing communications	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 08	BSBWRT411 Write complex documents	Topic 1: Plan complex document		20		5	5
Week 09		Topic 2: Draft complex document		20		5	5
Week 10		Topic 3: Finalise complex document	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week	Qualification - BSB40820 Certificate IV in Marketing & Communication						
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	BSB40820 Certificate IV in Marketing & Communication			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	BSBMKG433 Undertake marketing activities	Topic 1: Prepare to undertake marketing activity. Topic 2: Co-ordinate marketing activities.		20		5	5
Week 15		Topic 3: Review marketing activities	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 16	BSBLDR413 Lead effective workplace relationships	Topic 1: Prepare to lead workplace relationships. Topic 2: Lead workplace relationships.		20		5	5
Week 17		Topic 3: Review leadership	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 18	BSBMKG435 Analyse consumer behaviour	Topic 1: Evaluate drivers of consumer behaviour.		20		5	5
Week 19		Topic 2: Evaluate reasons for existing levels of consumer interest.		20		5	5
Week 20		Topic 3: Recommend marketing focus	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 21	BSBXCM401 Apply communication strategies in the workplace	Topic 1: Prepare for communication. Topic 2: Use communication strategies to provide work instruction.		20		5	5
Week 22		Topic 3: Facilitate workplace communication		20		5	5
Week 23		Topic 4: Monitor and support team communication	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week	BSB40820 Certificate IV in Marketing & Communication						
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	BSB40820 Certificate IV in Marketing & Communication			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	BSBMKG434 Promote products and services	Topic 1: Establish promotional activities. Topic 2: Coordinate promotional activities.		20		5	5
Week 28		Topic 3: Review promotional activities	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 29	BSBMKG439 Develop and apply knowledge of communications industry	Topic 1: Research and analyse communications information. Topic 2: Develop communications deliverables.		20		5	5
Week 30		Topic 3: Finalise communications deliverables	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 31	BSBCMM411 Make presentations	Topic 1: Prepare presentation.		20		5	5
Week 32		Topic 2: Deliver presentation.		20		5	5
Week 33		Topic 3: Review presentation	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week 34	BSBMKG431 Assess marketing opportunities	Topic 1: Identify marketing opportunities.		20		5	5
Week 35		Topic 2: Analyse opportunities.		20		5	5
Week 36		Topic 3: Evaluate opportunities	Assessment Task 1 –Questions Assessment Task 2 – Project Portfolio	10	10	5	5
Week	Qualification - BSB40820 Certificate IV in Marketing & Communication						
Week 37	Term Break		Re-assessment if required				
Week 38	Term Break		Re-assessment if required				
Week 39	Term Break		Re-assessment if required				