

TRAINING & ASSESSMENT STRATEGY

BSB60407 Advanced Diploma of Management

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Training and Assessment Strategy

Name of RTO	Canterbury Business College			
Training Package	BSB07 Business Services Training Package			
Code and title of qualification	BSB60407 Advanced Diploma of Management CRICOS Code – 082549F			
Course Fee / Tuition Fee	\$AU 12,500 (includes tuition fees plus any additional compulsory costs) Please note Canterbury Business College reserves the right to vary Tuition Fees and/or Material Fees without prior notice. Please contact the College prior to enrolling to confirm the current cost and fee structure and refer to the Pre-enrolment Information Pack (Brochure) for Student Refund and Cancellation Policy.			
Qualification Packaging rules	Total number of units = 8 (3 Core units and 5 Elective units) Elective units guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.			
Units of competencies				
Cluster Name	Unit Code	Unit Name	Nominal Hours	Core / Elective
TERM 1				
Management - 2	BSBMGT605B	Provide leadership across the organisation	100	Core
	BSBMGT608C	Manage innovation and continuous improvement	100	Elective
TERM 2				
Management - 2	BSBMGT616A	Develop and implement strategic plans	100	Core
	BSBMGT617A	Develop and implement a business plan	100	Elective
TERM 3				
Information Management – 2	BSBINM601A	Manage knowledge and information	100	Elective
Marketing	BSBMKG609A	Develop a marketing plan	100	Elective
TERM 4				
Innovation	BSBINN601B	Manage organisational change	100	Core
Sustainability	BSBSUS501A	Develop workplace policy and procedures for sustainability	100	Elective

Course Description	<p>This qualification reflects the role of individuals who have senior or managerial responsibilities. They may oversee the work of others or have specialised roles where they do not supervise others but provide strategic leadership.</p> <p>Job roles</p> <ul style="list-style-type: none"> • Area Manager • Department Manager • Regional Manager
Clients	<p>CBC's clients for this qualification are domestic and international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities.</p> <p>Entry requirements for students:</p> <ul style="list-style-type: none"> • An overall IELTS band 5.5 or equivalent and above (International Students only) • 18 years and above with a High School Certificate (Year 12) • Students will / may have to meet the entry criteria's depending on individual qualification requirements. <p>Qualification Pathways There are no entry requirements for this qualification. (As per BSB07 Business Services Training Package)</p> <p>Pathways INTO the qualification Candidates may enter the qualification through a number of entry points including:</p> <ul style="list-style-type: none"> • BSB51107 Diploma of Management or other relevant qualification/s <p>OR</p> <ul style="list-style-type: none"> • with substantial vocational experience, in management but without a formal qualification. <p>Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:</p> <ul style="list-style-type: none"> • Manager. <p>This breadth of expertise would equate to the competencies required to undertake this qualification.</p> <p>Pathways FROM the qualification After achieving this qualification candidates may choose to undertake studies at higher education level.</p> <p>Licensing, legislative, regulatory information No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.</p>
Learning and assessment arrangements	<p>Duration</p> <p>The training program for Advanced Diploma of Management is conducted over a 52-week period (includes term breaks) and is divided into 4 terms.</p> <p>CBC students will attend class equivalent to 20 hours per week in full-time mode.</p> <p>Please contact info@canterburybc.com.au for a copy of timetable.</p>

Organisation's Delivery plan

All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters.

Where applicable unit assessments having similar elements / criteria's / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification.

The clusters are placed in a logical fashion to achieve critical aspects of assessments for progressive development of competency achieved from previous units / clusters. Units within clusters have multiple assessment tools to simulate / reflect real time workplace requirements.

The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible

Cluster Name**Unit (s) of Competency****Management - 2**

BSBMGT605B

BSBMGT608C

BSBMGT616A

BSBMGT617A

Information Management – 2

BSBINM601A

Marketing

BSBMKG609A

Innovation

BSBINN601B

Sustainability

BSBSUS501A

Delivery modes

Simulated workplace environment

CBC ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CBC has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various different elements of a real / actual workplace however in a simulated training environment.

CBC meets the need for a real-time workplace simulation environment by:

- A dedicated computer lab to reflect a real-time work environment for all practical training components of the course.
- The CBC trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers.
- Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates.

Also, emphasis will be made to **simulate workplace situations** in order to develop identified employability skills such as:

- consulting, questioning, clarifying and evaluating information
- interpreting customer needs
- negotiating budgets and plans and then re developing as required to meet organisational needs
- negotiating with internal and external stakeholders
- utilising excellent interpersonal skills, and producing a wide range of reports and making presentations as required briefing various personnel on their roles and responsibilities regarding the implementation of the marketing plan
- coordinating resources and developing systems to manage team and individual performance
- defining performance measures and working collaboratively with team members
- identifying performance gaps and taking remedial action for underperformance assessing financial viability of new opportunities and matching organisational capability with market needs
- collecting and analysing data
- comparing and contrasting data
- conducting situational analyses
- developing and managing risk and contingency plans
- developing strategies for improvement
- performing cost benefit analyses, budgeting, assessing and managing risk evaluating and improving market performance
- identifying strengths and opportunities within organisation's projected capabilities and resources collecting, collating and analysing information using appropriate workplace business systems
- developing customer acquisition and retention strategies
- developing systems that are flexible and responsive to changing circumstances
- evaluating processes and making changes as required
- planning and managing resource acquisition and deployment within budgetary constraints
- planning for contingencies applying discretion and judgement within complex environments

- managing own time and performance
- using judgement in planning and in the selection and allocation of resources
- working within organisational policies and procedures and legislative requirements coaching and mentoring others to acquire new knowledge and skills
- providing learning and development opportunities creating presentations using a range of media
- using computerised systems, software and telecommunication devices
- using technology to assist with the management of information and to assist the planning process
- using technology to record and generate ideas

Evidence-gathering techniques / Assessment tools

Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.

In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning sequence.

A. Practical Tools

- Demonstration
- Programming / Projects
- Diagrammatical Representation
- Design Algorithm
- Troubleshooting

B. Witten Tools

- Report Writing
- Case Scenario – Problem Solving
- Written Exam
- Research Documentation

C. Observation Tools

- Role Play
- Help Desk
- Presentation
- Discussion
- Oral Questioning

Combinations of these methods will be used for most situations (eg. observations and oral questioning)

Cluster	Unit of competency	A	B	C
Management – 2	BSBMGT605B Provide leadership across the organisation	√	√	√
	BSBMGT608C Manage innovation and continuous improvement	√	√	√
	BSBMGT616A Develop and implement strategic plans	√	√	√
	BSBMGT617A Develop and implement a business plan	√	√	√
Information Management - 2	BSBINM601A Manage knowledge and information	√	√	√
Marketing	BSBMKG609A Develop a marketing plan	√	√	√
Innovation	BSBINN601B Manage organisational change	√	√	√
Sustainability	BSBSUS501A Develop workplace policy and procedures for sustainability	√	√	√

Please contact info@canterburybc.com.au for more information on Evidence gathering techniques / Assessment tools.

Delivery and assessment staff

All trainers/Assessors hold Certificate IV in Training and Assessment TAE40110, vocational qualifications at least up to the same level they are delivering and assessing and proven relevant industry experience.

Staff Matrix is available for review on request.

Recognition of Prior Learning (RPL) / Credit Transfer (CT)

Canterbury Business College recognises the skills and knowledge that students may have gained through previous studies, workplace and life experience. They may be entitled to gain recognition of prior learning before or after commencing the course that may exempt them from attending one or more units.

Students who believe they already have the skills and knowledge required to demonstrate competency can request a copy of the RPL application form. Students are provided with information regarding the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency.

RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.

The RPL process may involve a practical demonstration assessment.

Where RPL is granted to overseas students the College will notify DIBP of the change to the duration of study or ensure a full-time 20 hour per week load for the student.

Language Literacy and Numeracy (LLN)

- Canterbury Business College is committed to provide education opportunities to its students from non-English-speaking background (NESB).
- Canterbury Business College will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its Assessing student's qualifications and English language proficiency Policy and Procedure.
- Canterbury Business College recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. NESB students.
- Canterbury Business College will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs.
- Canterbury Business College reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre.
- If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue; our staff can discuss different ways of conducting training and assessment to assist students to access additional tutorial (generally on Fridays) with the Head Trainer.

Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.

Special Needs Arrangements (Reasonable Adjustments)

All students, including those with disabilities, are treated equally, with dignity and be able to enjoy the benefits of the educational experience in the same way.

If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal and Head Trainer .

Intervention Strategies

An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Business College endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:

- Discuss an intervention plan with the Head Trainer.
- Sit for a re-assessment.
- Attend a number of supervised studying hours.
- Repeat the unit

Transition Arrangements

The Principal is fully responsible for ensuring the management of the students into the revised version of this course.

This will include:

- Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials.
- Revising and upgrading of existing assessment tools to the requirements of the revised qualification.
- Creation of new identified assessment tools.
- Revising and upgrading of existing learning materials to the requirements of the revised qualification.
- Creation and purchasing of new learning materials.
- Rewriting of this learning and assessment strategy to match the new qualification
- Training and or up-skilling of existing trainers and assessors into the requirements of the new qualification
- Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification.

Assessment validation process

The processes used to validate assessment activity in this program are:

1. Pre-assessment

Assessment strategies are developed through consultation with industry representatives to ensure assessment methods are consistent with industry needs.

Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives.

Validation before assessment focuses on:

- the design of assessment activities;
- the assessment methods that are to be used;
- the benchmarks against which each participant is assessed.

2. Post-assessment

In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Business College conducts post-assessment validation.

The Post-assessment Validation process focuses on:

- The assessment tasks and the assessment process;
- The evidence of participants' performance;
- The assessment decisions made on the samples of evidence provided;
- Reporting and record keeping.

It includes the following activities:

- Validation meetings;
- Moderation process;
- Student and Trainer/Assessor's Feedback;

Assessment Moderation Process

The Head Trainer/Assessor conducts Assessment moderation at the end of each term by collecting samples of assessment evidence from all assessors for the same unit of competency, and compares the outcomes of the assessment process against the assessment and unit requirements.

Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

Other requirements

- All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the BSB07 Business Services Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the TGA website.
- All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to print and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students
- The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.
- Classrooms for the delivery of Theory based Units
 - Tables & Chairs, Whiteboard or Flipchart
 - Data projector
 - Computers with Internet access
- Office Equipment for practical demonstration assessments
 - Desks or work stations with Ergonomic Chairs
 - Computers with Internet Access
 - Photocopier
- Text books and reference library

Industry Consultation

Canterbury Business College has liaised with the following organization / individuals for its industry consultation for BSB07 Business Services Training Package. Minutes of meeting / discussion are available for review on request.

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