Training and Assessment Strategy
International Students

BSB51918 Diploma of Leadership and Management

Decode College is a registered business name of Sydney Centre for Finance Studies Pty Ltd
ACN 623 300 078 | RTO number 45455 | CRICOS number 03736B

Training and Assessment Strategy

BSB51918: Diploma of Leadership and Management

Program Details

Qualification Code	BSB51918
Qualification Name	Diploma of Leadership and Management
Qualification Requirements	Four (4) core units and eight (8) elective units are required for the award of the BSB51918 Diploma of Leadership and Management. Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level. The latest release of the qualification and packaging rules can be found at the following link: https://training.gov.au/Training/Details/BSB51918

Qualification Description and Target Group

Qualification Description	This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts. Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements. They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.
Learner Characteristics/ Target Group	Target groups for the BSB51918 Diploma of Leadership and Management are international students who are: • Seeking to pursue a career as a manager • Seeking to enter a new industry sector • Seeking a pathway to higher-level qualifications.

Delivery Mode, Duration and Location

Delivery Mode/s	This program is delivered in the classroom and through structured self-study
Program Duration	This qualification will be delivered over 52 weeks, including 40 weeks of training and assessment spread over 4 terms of 10 weeks each and 12 weeks of holidays.
Delivery Site/s	Suite 1A, 34 Macmahon Street Hurstville NSW 2220

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Units of Competency

Code	Title	Core/ Elective
BSBLDR511	Develop and use emotional intelligence	Core
BSBMGT517	Manage operational plan	Core
BSBLDR502	Lead and manage effective workplace relationships	Core
BSBWOR502	Lead and manage team effectiveness	Core
BSBHRM513	Manage workforce planning	Elective
BSBHRM405	Support the recruitment, selection and induction of staff	Elective
BSBSUS501	Develop workplace policy and procedures for sustainability	Elective
BSBWOR501	Manage personal work priorities and professional development	Elective
BSBRSK501	Manage risk	Elective
BSBWHS521	Ensure a safe workplace for a work area	Elective
BSBADM502	Manage meetings	Elective
BSBMKG501	Identify and evaluate marketing opportunities	Elective

Entry Requirements

Decode College has the following entry requirements:

International students must:

- Be at least 18 years of age.
- Have successfully completed High School (grade 12).
- Have an IELTS score of 5.5 or equivalent (test results must be no more than 3 years old).
- Be willing to participate in a course entry interview.
- Complete the Language, Literacy and Numeracy quiz for this course (if applicable).

Pathways

Potential employment options are as a Manager in a range of industry areas. Students who complete this course may wish to continue their education into the BSB61015 Advanced Diploma of Leadership and Management or a range of Advanced Diploma qualifications, as well as higher education qualifications in business or management.

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Industry Consultation

The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.

Industry experts have been consulted in order to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comment on the industry skills required of trainers and assessors.

Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation register also records outcomes and actions.

Delivery and assessment overview

The qualification is delivered over 52 weeks comprising of:

- 4 terms of 10 weeks each (40 weeks total)

- Holiday breaks amounting to 12 weeks (as specified in the timetable)

International students are required to attend 14 hours of classroom training per week (2 days). Self-paced study amounts to 6 hours a week as allowable under the National Code 2018. This is in addition to homework and assignment/assessment preparation.

The total amount of training provided being structured classroom sessions is 420 hours. Self-structured study amounts to 240 hours. Time scheduled for assessment is 140 hours.

Total hours delivery and assessment hours therefore amount to 800 hours and the volume of learning (i.e. including homework) is 1080 hours.

Decode College timetable shows the classroom and days of the week and times during which this course is delivered and assessed. Lesson plans guide learning and assessment activities both in the classroom and for the structured self-study component.

Decode College operates a system of rolling enrolments. Students may enter the qualification after any unit, as there are no pre-requisites for any units. The Training and Assessment Schedule is shown in terms and this represents the scheduling of units. However, depending on when a student joins the course, the term number will vary.

Decode College has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 6 months – 1 year and 600 – 1200 hours. It is considered that the duration and amount of training provided will allow international students the opportunity to fully absorb the required knowledge, as well as develop skills over time. This is especially important for international students who are studying in their second language. This amount is not reduced to account for existing competencies, as most learners will not have any prior relevant experience. However, where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.

Delivery arrangements

- A face to face to face training and self-study mode is employed for this qualification and all training will take place at Decode College training facilities. Units of competency are delivered individually.
- The self-paced component of this course amounts to 6 hours a week. Students are provided with learning materials that they need to read outside of class, as well as specific questions that they need to answer on the study materials for discussion. The learning materials and estimated time to read allocated resources plus

answer questions is documented in the session plan for each unit. Decode College ensures that this self-paced study is undertaken through discussions of self-paced study at the outset of each week of study.

- A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Decode College provides to international students.
- All students will be provided with a range of learning support options and resources to help them achieve competency.
- Students can also be supported outside of face to face through email and telephone contact with their trainer. Students are provided with their trainer's contact details at their orientation.
- Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.
- Students will be informed of any required reading or activities to prepare for each face to face lesson.
- Students will also be provided with a list of reference materials that can also be accessed to develop their knowledge.
- Decode College uses a range of techniques during face to face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.
- Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the business (or related) role in the workplace.

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 delivery 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.

Training Materials

Decode College has developed lesson plans for the delivery of training and which are supported by textbooks as follows:

Unit Code	Unit Name	Resource
BSBLDR511	Develop and use emotional intelligence	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBMGT517	Manage operational plan	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBLDR502	Lead and manage effective workplace relationships	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook

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BSBWOR502	Lead and manage team effectiveness	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook

BSBHRM513	Manage workforce planning	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBHRM405	Support the recruitment, selection and induction of staff	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBSUS501	Develop workplace policy and procedures for sustainability	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBWOR501	Manage personal work priorities and professional development	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBRSK501	Manage risk	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBWHS521	Ensure a safe workplace for a work area	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBADM502	Manage meetings	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook
BSBMKG501	Identify and evaluate marketing opportunities	Management Theory and Practice, Kris Cole, 6th Edition Cengage 2016 Lesson Plan references relevant chapters in the textbook

Note that all learning resources have been reviewed to ensure they meet the unit of competency requirements. Lesson plans are written directly to the unit of competency.

Additional resources are provided within each lesson plan for each unit of competency.

Facilities and Equipment

- Training rooms, including desks, chairs, whiteboard and overhead projector
- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.

In addition, all students who are undertaking the BSB51918 Diploma of Leadership and Management must have the following resources while in class.

- A laptop that is installed with Microsoft Office or similar.
- USB flash drive
- Textbooks required for course

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Delivery and assessment schedule

A separate and comprehensive timetable has been developed that shows scheduling relevant to the cohort i.e. dates and times. Trainers and assessors will be provided with this timetable.

Assessment

Assessment capabilities of students

Prior to entry into the course, the students will be assessed using the Language, Literacy and Numeracy (LLN) Robot quiz designed for this particular course. This quiz will identify if the student has the existing skills and experience to adequately undertake the assessment of this course. In some cases, students will be given an LLN training supplement document which they should work through at their own pace. For more information ask us for a copy of the *International Student Application and Admission Policy.*

Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies and short answer questions. Assessment conditions will ensure a simulated workplace environment.

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.

Assessment Materials

Assessment materials comprise of:
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.
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.

Principles of Assessment and Rules of Evidence

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

To ensure these principles and rules are followed, Decode College:

- Requires all students to submit written assessment tasks with a signed Assessment Task Cover Sheet where students are required to declare the work is their own – ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are covered and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency. See also the section on Validation in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course and includes third party reports and observations of work performance.

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- Reliability is ensured by conducting regular validation and quality reviews of our assessment processes.
- Flexibility is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- Fairness is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Task Booklets. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each task booklet.

Reasonable adjustments

Where appropriate, reasonable adjustments are applied to take into account the individual learner's needs. Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else.

Practical activities guidance

As the assessment tasks for each unit include a practical activity, there will be instances where the trainer/assessor is required to assess the student away from other students. This time amounts to approximately 1 hour per unit per student. Time for the assessment has been scheduled during each unit, allowing sufficient time to complete practical assessment activities. A separate area for practical assessments is also allocated within the Decode College campus. Students not participating in the assessment will be directed by the trainer to continue with their assessment activities.

Course progress requirements

To maintain satisfactory course progress, student are expected to maintain satisfactory attendance, as well as participate in classroom learning activities. Students are also required to satisfactorily complete all of their assessment tasks. Students will also be monitored to ensure they are able to meet course progress requirements e.g. through assessing their participation in class and completion of learning activities. Where a student is not participating, they will be offered early intervention support.

Where a student fails one or more assessment tasks within a unit, they are to be re-assessed as per Decode College re-assessment policy. If after re-assessment the student fails the assessment, they will be provided with a first warning letter for unsatisfactory course progress and provided with the appropriate intervention to assist them to complete their course in the required duration. Following failure of a second consecutive unit, the student will then be sent a second warning letter and again provided with the appropriate intervention to ensure they meet course requirements. If the student fails a third consecutive unit, they will be sent a notice of intention to report.

If the student does not pass one or more assessment tasks following re-assessment, they may be able to re-enrol in the unit if this does not significantly impact their course duration.

Academic Integrity

Decode College requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The RTO Manager and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Decode College has the following definitions for cheating, plagiarism and collusion.

Cheating - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devises during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Plagiarism - plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the

original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this they are plagiarising. If students are including other peoples' work in submissions e.g. passages from books or websites, then reference should be made to the source.

Collusion - this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism or collusion has occurred, this will result in the student's assessment submission being invalidated and students will be investigated for academic misconduct.

Re-assessment

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of 3 attempts to complete each task and achieve a 'Satisfactory' outcome (noting that the third attempt is chargeable as per the fees and refunds policy). The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

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Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBWOR501	Manage personal work priorities and professional development	Term 1 Weeks 1 - 2	Assessment Task 1: Written questions	Term 1 Week 3
			Assessment Task 2: Plan personal work goals project	Term 1 Week 3
			Assessment Task 3: Work priorities project	Term 1 Week 3
			Assessment Task 4: Professional development presentation	Term 1 Week 3
			Assessment Task 5: Professional development report	Term 1 Week 3
BSBADM502	Manage meetings	Term 1 Weeks 4 – 5	Assessment Task 1: Written questions	Term 1 Week 6
			Assessment Task 2: Formal meeting project	Term 1 Week 6
			Assessment Task 3: Informal meeting project	Term 1 Week 6
BSBSUS501	Develop workplace policy and procedures for sustainability	Term 1 Weeks 7 - 9	Assessment Task 1: Written questions	Term 1 Week 10
			Assessment Task 2: Develop sustainability policy project	Term 1 Week 10
			Assessment Task 3: Sustainability policy and procedures presentation project	Term 1 Week 10
			Assessment Task 4: Sustainability policy implementation project	Term 1 Week 10
			Assessment Task 5: Sustainability policy evaluation project	Term 1 Week 10

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Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBHRM513	Manage workforce planning	Term 2 Weeks 1 - 3	Assessment Task 1: Written questions	Term 2 Week 4
			Assessment Task 2: Develop a workforce plan project	Term 2 Week 4
			Assessment Task 3: Implement diversity actions project	Term 2 Week 4
			Assessment Task 4: Workforce plan implementation project	Term 2 Week 4
			Assessment Task 5: Workforce plan review and evaluation briefing report	Term 2 Week 4
BSBWHS521	Ensure a safe workplace for work area	Term 2 Weeks 5 - 6	Assessment Task 1: Written questions	Term 2 Week 7
			Assessment Task 2: WHS project	Term 2 Week 7
			Assessment Task 3: WHS risk control project	Term 2 Week 7
			Assessment Task 4: WHS evaluation project	Term 2 Week 7
BSBMKG501	Identify and evaluate marketing opportunities	Term 2 Weeks 8 - 9	Assessment Task 1: Written Questions	Term 2 Week 10
			Assessment Task 2: Identify marketing opportunities project	Term 2 Week 10
			Assessment Task 3: Investigate and evaluate marketing opportunities project	Term 2 Week 10

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Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBRSK501	Manage risk	Term 3 Weeks 1 - 2	Assessment Task 1: Written questions	Term 3 Week 3
			Assessment Task 2: Risk management project	Term 3 Week 3
			Assessment Task 3: Risk management implementation project	Term 3 Week 3
			Assessment Task 4: Risk management process implementation report	Term 3 Week 3
BSBLDR511	Develop and use emotional intelligence	Term 3 Weeks 4 - 5	Assessment Task 1: Written Questions	Term 3 Week 6
			Assessment Task 2: Emotional intelligence self-assessment project	Term 3 Week 6
			Assessment Task 3: Staff emotional intelligence project	Term 3 Week 6
BSBLDR502	Lead and manage effective workplace relationships	Term 3 Weeks 7 - 9	Assessment Task 1: Written Questions	Term 3 Week 10
			Assessment Task 2: Policies and procedures development project	Term 3 Week 10
			Assessment Task 3: Networking project	Term 3 Week 10
			Assessment Task 4: Managing workplace difficulties project	Term 3 Week 10

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Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBHRM405	Support the recruitment, selection and induction of staff	Term 4 Weeks 1 - 2	Assessment Task 1: Written Questions	Term 4 Week 3
			Assessment Task 2: Recruitment project	Term 4 Week 3
			Assessment Task 3: Interview and appointment project	Term 4 Week 3
7BSBWOR502	Lead and manage team effectiveness	Term 4 Weeks 4 - 6	Assessment Task 1: Written questions	Term 4 Week 7
			Assessment Task 2: Team performance planning project	Term 4 Week 7
			Assessment Task 3: Professional development policy and procedure project	Term 4 Week 7
			Assessment Task 4: Reward and recognition project	Term 4 Week 7
			Assessment Task 5: Managing underperformance project	Term 4 Week 7
BSBMGT517	Manage operational plan	Term 4 Weeks 8 - 9	Assessment Task 1: Written questions	Term 4 Week 10
			Assessment Task 2: Operations Plan project	Term 4 Week 10
			Assessment Task 3: Manage acquisition of resources project	Term 4 Week 10
			Assessment Task 4: Monitor and review operational plan project	Term 4 Week 10

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Trainers and assessors

Staff Name	Qualifications	Trainer (T) or Assessor (A)	Units being delivered (All or list specific)
See file	See file	T/A	All

Validation plan

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

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) and involves industry experts and people external to the particular assessments being validated. 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

Conducting validation

For each validation session, there will be a leader who will be assigned to lead the process.

All assessors engaged by Decode College to conduct assessment are required to regularly participate in validation.

In conducting validation, Decode College will validate a suitable sample size of assessments and will randomly select the student assessments to be validated – in line with the guidance provided by ASQA's Fact Sheet on Conducting Validation.

Validation is conducted using a Validation Tool that guides the validation team through the process and records outcomes.

Record keeping and improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to the Decode College's training and assessment systems and practices. Refer to CG3 Quality Assurance Policy and Procedures.

Validation plans and outcomes are recorded in the Validation Plan and Register.

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Course Credit

Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees as well as the duration of the course. This process is outlined in Decode College Course Credit and Training and Assessment Policy & Procedures.

Supporting Documents

Document Name	Used for
Training resources: • Timetable • Lesson Plans • PPT • Textbooks	Training
Assessment tools: • Assessment Marking Guide (all units) • Assessment Mapping Guide • Student Assessment Tasks (all units) • Supporting resources	Assessment
Industry Consultation Register	Industry consultation
Trainer & Assessor Files	Trainers & Assessors

Continuous Improvement Approaches

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by Decode College as described in the Training and Assessment Policy and Procedure.