Decode College

success through endeavour

**Training and Assessment Strategy
International Students**

**BSB51918 Diploma of Leadership and
Management**

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Course details

Qualification code & title	BSB51918 Diploma of Leadership and Management
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.
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
Learner characteristics and target group	Target groups for the BSB51918 Diploma of Leadership and Management are international students who are: • Seeking to pursue a career in leadership and management • Seeking to enter a new industry sector • Seeking a pathway to higher-level qualifications. Characteristics of the target group are as follows: Students will usually be new entrants. However, credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe. Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past. Many will speak English as a second language, although an entry level has been set to ensure students are able to complete course work. Typically, persons entering this qualification will not have any work or study experience. Students are expected to typically fall into age range of 18 – 35 as people still establishing or changing careers.
Delivery mode	This program is delivered in the classroom and through structured self-study.
Delivery site	Suite 1A, 34 MacMahon Street Hurstville NSW 2230
Course 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.

Entry requirements	Decode College has the following entry requirements:
	International students must:
	• Be at least 18 years of age and have completed the equivalent of Year 12.
	• Have high level language, literacy and numeracy levels – sufficient to interpret documents and liaise effectively with trainers, prepare written reports and complete assessments. These skills will be tested in a course entry interview to determine suitability for the course and student needs. This will also include an LLN assessment and students must achieve at least ACSF level 3 for all domains.
	• Have an IELTS* score of 6.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following:
	o Educated for 5 years in an English speaking country; or
	o Completed at least 6 months of a Certificate IV level course in an Australian RTO; or
	o Successful completion of an English Placement Test
	• have the ability to use computers, to email, send and write word documents and to use basic spreadsheets.
	• have access to the internet (whilst all of the learning materials can be downloaded via pdf, internet access would be required to download the documents and to upload assessments).
	*Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 6.5.
Pathways	Potential employment options are in leadership and management roles.
	Students who complete this course may wish to continue their education into the BSB60420 Advanced Diploma of Leadership and Management or a range of Advanced Diploma qualifications, as well as higher education qualifications in business or management.
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 Student Administration Policy and Associated Procedures and Training and Assessment Policy and Procedures.

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.

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 Quality Assurance Policy and Procedures and Training and Assessment Policy and Procedures.

Units of Competency

Code	Title	Core or 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

Delivery and assessment overview

The qualification is delivered over 52 weeks comprising of:

- Four (4) terms of 10 weeks each (40 weeks total)
- Holiday breaks amounting to 12 weeks (as specified in the timetable)

Students are required to attend 14 hours of classroom training per week and complete structured self-study of 6 hours per week.

Due to coronavirus restrictions and to ensure the safety of students, classes may be held online instead of face to face.

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

The total amount of training provided being structured classroom sessions is 344 hours and structured self-study is 240 hours. Time scheduled for assessment in class is 216 hours. Homework which is unsupervised and may include research for assessments and general reading is expected to be on average 5 hours a week.

Total delivery and assessment hours therefore amount to 800 hours and the volume of learning (i.e. including unsupervised learning such as homework and working on assessments) is 1,000 hours. A detail breakdown of hours is provided in the Training and Assessment Schedule.

Decode College operates a system of rolling enrolments meaning that students may commence at the beginning of any unit. 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 on commencement. However, depending on when a student joins the course, the term number will vary.

Decode College considers 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. 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 training and distance mode is employed for this qualification. All classroom based training will take place at the Decode College campus.

Homework and assignment preparation time amounts to 5 hours a week. Students are provided with access to self-study guides for completion of a range of activities. The estimated time to complete activities is documented in the guide for each unit. There will be an additional 2-hour self-study support session conducted via Skype conducted each week during terms. The purpose of this session is to guide students through the self-study component of the course and address any questions or comments. This 2 hour session forms part of the 6 weekly hours of structured self-study.

Units of competency are delivered individually.

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 students.

Students are provided with Student Guides that they will use in the classroom to develop their knowledge and understanding.

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 e-mail 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.

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 ICT 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.

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.

Training Materials

Decode College has purchased and contextualised training and assessment resources from RTO Works, specifically their Business Works range, and has a complete set of training materials which includes trainer guides, student guides, PPTs and self-study guides for each unit.

Assessment

Assessment Materials

Assessment materials comprise of:

- **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, Decode College:

- 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. See also the section on Validation Plan in this Training and Assessment Strategy.

- 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.

Support arrangements

Decode College provides learning and welfare support to ensure a supported and successful learning environment for all students. Support arrangements are detailed in the Student Support Policy and Procedures and details of all student support services are included in the Student Handbook and provided to students at orientation. Students' course progress is monitored throughout the course as per our Course Progress and Attendance Policy and Procedures.

Trainers and assessors

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

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 1.9, 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

Conducting validation

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

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.

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

Refer to Training and Assessment Policy & Associated Procedures for more detail on validation arrangements.

Academic Integrity

Decode College requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The Director of Studies 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 friends' 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 of 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 student's 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 2 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.

Supporting Documents

Document Name	Used for
Training resources: • Timetable • Trainer guide • Student guide • PowerPoints • Self-study guide	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 currency
Trainer & Assessor Files	Trainers & Assessors

Training and Assessment Schedule

TERM 1

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 01	BSBWOR501 Manage personal work priorities and professional development	Topic 1: Establish personal work goals		14	6		5
Week 02		Topic 2: Set and meet own work priorities		14	6		5
Week 03		Topic 3: Develop and maintain professional competence	Assessment Task 1: Written questions	10	6	4	5
Week 04			Assessment Task 2: Personal work goals project Assessment Task 3: Professional development presentation Assessment Task 4: Professional development report		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 05	BSBADM502 Manage meeting	Topic 1: Types of meetings Topic 2: Planning and leading		14	6		5
Week 06		Topic 3: Virtual Meetings Topic 4: Conducting Meeting	Assessment Task 1: Written questions	10	6	4	5
Week 07			Assessment Task 2: Formal meeting project Assessment Task 3: Informal meeting project		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 08	BSBSUS501 Develop workplace policy and procedures for sustainability	Topic 1: Develop workplace sustainability policy Topic 2: Communicate workplace sustainability policy		14	6		
Week 09		Topic 3: Implement workplace sustainability policy Topic 4: Review workplace sustainability policy implementation	Assessment Task 1: Written questions	10	6	4	5
Week 10			Assessment Task 2: Develop sustainability policy project Assessment Task 3: Sustainability policy and procedures presentation project Assessment Task 4: Sustainability policy implementation project Assessment Task 5: Sustainability policy evaluation project		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management	
Week 11	Term Break	Re-assessment if required
Week 12	Term Break	Re-assessment if required
Week 13	Term Break	Re-assessment if required

TERM 2

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 14	BSBHRM513 Manage workforce planning	Topic 1: Research workforce requirements Topic 2: Develop workforce objectives and strategies		14	6		5
Week 15		Topic 3: Implement initiatives to support workforce planning objectives		14	6		5
Week 16		Topic 4: Monitor and evaluate workforce trends	Assessment Task 1: Written Questions	10	6	4	5
Week 17			Assessment Task 2: Develop a workforce plan project Assessment Task 3: Implement a diversity actions project Assessment Task 4: Workforce plan implementation project Assessment Task 5: Workforce plan review and evaluation briefing report		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 18	BSBWHS521 Ensure a safe workplace for a work area	Topic 1: Establish a WHS management system in a work area Topic 2: Establish and maintain effective and compliant participation arrangements for managing WHS in a work area		14	6		5
Week 19		Topic 3: Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in a work area Topic 4: Evaluate and maintain a work area WHS management system	Assessment Task 1: Written questions	10	6	4	5
Week 20			Assessment Task 2: WHS Project Assessment Task 3: WHS Risk Control Project Assessment Task 4: WHS Evaluation Project		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 21	BSBMKG501 Identify and evaluate marketing opportunities	Topic 1: Identify marketing opportunities Topic 2: Investigate marketing opportunities		14	6		5
Week 22		Topic 3: Evaluate required changes to current operations	Assessment Task 1: Written Questions	10	6	4	5
Week 23			Assessment Task 2: Identify marketing opportunities project Assessment Task 3: Marketing opportunities evaluation		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management	
Week 24	Term Break	Re-assessment if required
Week 25	Term Break	Re-assessment if required
Week 26	Term Break	Re-assessment if required

TERM 3

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 27	BSBRSK501 Manage risk	Topic 1: Establish risk context Topic 2: Identify risks		14	6		5
Week 28		Topic 3: Analyse risks		14	6		5
Week 29		Topic 4: Select and implement treatments.	Assessment Task 1: Written questions	10	6	4	5
Week 30			Assessment Task 2: Risk management project Assessment Task 3: Risk implementation project Assessment Task 4: Risk management process evaluation report		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 31	BSBLDR511 Develop and use emotional intelligence	Topic 1: Identify the impact of own emotions on others in the workplace

Topic 2: Recognise and address the emotional strengths and weaknesses of others | | 14 | 6 | | 5 |
| Week 32 | | Topic 3: Promote the development of emotional intelligence in others

Topic 4: Utilise emotional intelligence to maximise team outcomes | Assessment Task 1: Written Questions | 10 | 6 | 4 | 5 |
| Week 33 | | | Assessment Task 2: Emotional intelligence self-assessment project

Assessment Task 3: Staff emotional intelligence project | | 6 | 14 | 5 |

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 34	BSBLDR502 Lead and manage effective workplace relationships	Topic 1: Manage ideas and information Topic 2: Establish systems to develop trust and confidence		14	6		5
Week 35		Topic 3: Manage the development and maintenance of networks and relationships Topic 4: Manage difficulties to achieve positive outcomes	Assessment Task 1: Written questions	10	6	4	5
Week 36			Assessment Task 2: Policies and procedures development project Assessment Task 3: Networking project Assessment Task 4: Managing workplace difficulties project		14	6	5

Qualification	BSB51918 Diploma of Leadership and Management	
Week 37	Term Break	Re-assessment if required
Week 38	Term Break	Re-assessment if required
Week 39	Term Break	Re-assessment if required

TERM 4

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 40	BSBHRM405 Recruit, select and induct staff	Topic 1: Plan for recruitment Topic 2: Plan for selection		14	6		5
Week 41		Topic 3: Support selection process	Assessment Task 1: Written questions	10	6	4	5
Week 42		Topic 4: Induct successful candidate	Assessment Task 2: Recruitment project Assessment Task 3: Interview and appointment project	14	6		5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 43	BSBMGT517 Manage operational plan	Topic 1: Develop operational plan			6	14	5
Week 44		Topic 2: Plan and manage resource acquisition		14	6		5
Week 45		Topic 3: Monitor and review operational plan	Assessment Task 1: Written questions	10	6	4	5
Week 46			Assessment Task 2: Operations Plan project Assessment Task 3: Manage acquisition of resources project Assessment Task 4: Monitor and review operational plan project		6	14	5

Qualification	BSB51918 Diploma of Leadership and Management			Volume of Learning			
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Structured self-study hours	Classroom assessment hours	Unsupervised study hours
Week 47	BSBWOR502 Lead and manage team effectiveness	Topic 1: Establish team performance plan Topic 2: Develop and facilitate team cohesion		14	6		5
Week 48		Topic 3: Facilitate teamwork Topic 4: Liaise with stake holders	Assessment Task 1: Written questions	10	6	4	5
Week 49			Assessment Task 2: Team performance planning project Assessment Task 3: Professional development policy and procedure project Assessment Task 4: Reward and recognition project Assessment Task 5: Managing underperformance project		14	6	5

Qualification	BSB51918 Diploma of Leadership and Management	
Week 50	Term Break	Re-assessment if required
Week 51	Term Break	Re-assessment if required
Week 52	Term Break	Re-assessment if required