

TRAINING & ASSESSMENT STRATEGY

BSB60215 Advanced Diploma of Business

This training and assessment strategy is intended to inform trainers and assessors involved in the delivery of training and the collection of assessment evidence. It is also relevant to students, employers or supervisors. The strategy provides a top down perspective of the course and the training and assessment to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. The training and assessment strategy should be read in conjunction with supporting learning and assessment documentation and CBC's Student Handbook.

Published by the Canterbury Business College (CBC)
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Training and Assessment Strategy

Name of RTO	Canterbury Business College Pty Ltd
Training Package	BSB Business Services Training Package
Code and title of qualification	BSB60215 Advanced Diploma of Business CRICOS Code – 087464D
Course Fee / Tuition Fee	\$AU 22,000 (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 (Total 8 elective units. There is no core unit in the qualification.) 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				
AD Business 1	BSBSUS501	Develop workplace policy and procedures for sustainability	200	Elective
TERM 2				
AD Business 2	BSBMGT615	Contribute to organisation development	100	Elective
	BSBMKG603	Manage the marketing process	100	Elective
TERM 3				
AD Business 3	BSBHRM602	Manage human resources strategic planning	200	Elective
TERM 4				
AD Business 4	BSBMKG605	Evaluate international marketing opportunities	100	Elective
	BSBMKG606	Manage international marketing programs	100	Elective
TERM 5				
AD Business 5	BSBINM601	Manage knowledge and information	200	Elective
TERM 6				
AD Business 6	BSBMGT605	Provide leadership across the organisation	200	Elective
Total Nominal hours			1200	

Course Description	<p>This qualification reflects the role of individuals with significant expertise in either specialised or broad areas of skills and knowledge who are seeking to further develop expertise across a range of business functions. The qualification is suited to the needs of individuals who possess significant theoretical business skills and knowledge that they would like to develop in order to create further educational or employment opportunities.</p> <p>Job roles</p> <p>Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:</p> <ul style="list-style-type: none"> • Senior Administrator • Senior Executive <p><i>(As per BSB Business Services Training Package)</i></p>
Duration	<p>The training program for Advanced Diploma of Business is conducted over a 78 - weeks period (includes term breaks) and is divided into 6 terms.</p> <p>CBC students will attend class equivalent to 20 hours per week in full-time mode.</p> <p>Total Duration with Holidays = 78 weeks Holidays = 18 weeks</p> <p>Please contact info@canterburybc.com.au for a copy of timetable.</p>
Pre-requisite requirements	<p>Qualification Pathways</p> <p>There are no entry requirements for this qualification. <i>(As per BSB Business Services Training Package)</i></p> <p>Pathways INTO the qualification</p> <p>Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:</p> <ul style="list-style-type: none"> • BSB50215 Diploma of Business or other relevant qualification/s <p>OR</p> <ul style="list-style-type: none"> • with substantial vocational experience in a range of environments, acting in a range of senior support or technical roles.
Licensing, legislative, regulatory or certification considerations	<p>There is no direct link between this qualification and licensing, legislative or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative or regulatory requirements that impact on the unit.</p>
Language Literacy and Numeracy (LLN) requirements	<ul style="list-style-type: none"> • 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

	<p>such needs.</p> <ul style="list-style-type: none"> • 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.
<p>Clients</p>	<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.

Learning and assessment arrangements

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.

These 8 units of competency have been organised into 2 Terms and are delivered throughout the 20 weeks. The tables below set out how the units of competency making up this qualification are clustered for delivery and assessment.

Cluster Name	Unit (s) of Competency
AD Business 1	BSBSUS501 Develop workplace policy and procedures for sustainability
AD Business 2	BSBMGT615 Contribute to organisation development
	BSBMKG603 Manage the marketing process
AD Business 3	BSBHRM602 Manage human resources strategic planning
AD Business 4	BSBMKG605 Evaluate international marketing opportunities
	BSBMKG606 Manage international marketing programs
AD Business 5	BSBINM601 Manage knowledge and information
AD Business 6	BSBMGT605 Provide leadership across the organisation

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 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.

Please refer to **Appendix 1** for Evidence gathering techniques / Assessment tools.

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

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

Delivery and assessment staff

A qualified Trainer and Assessor who will perform the assessments must possess the following:

- TAE40110 Certificate IV in Training and Assessment
- Vocational qualifications at least up to the same level they are delivering
- At least three years of relevant industry experience
- At least three years of teaching/training 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.

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.

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.

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

Assessment Process

The following describes the process for conducting assessments against the units of competency identified:

– **Step 1: Prepare for assessment.** The assessor is to:

- establishes the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and CBC's assessment strategy to identify the evidence requirements; and
- review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

– **Step 2: Prepare the student.** The assessor meets with the student to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the student should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- determine if the student is ready for assessment.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:

- establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;
- organise equipment or resources required to support the evidence-gathering process; and
- coordinate and brief other personnel involved in the evidence-gathering process.

	<p>– Step 4: Collect the evidence and make the assessment decision. The assessor must:</p> <ul style="list-style-type: none"> • establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility; • collect appropriate evidence and match compatibility to the unit of competency; • incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; • evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; • consult and work with other staff, or technical experts involved in the assessment process; • record details of evidence collected; and • make a judgement about the student’s competence based on the evidence and the relevant unit(s) of competency.
	<p>– Step 5: Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:</p> <ul style="list-style-type: none"> • clear and constructive feedback on the assessment decision; • information on ways of overcoming any identified gaps in competency revealed by the assessment; • the opportunity to discuss the assessment process and outcome; and • information on reassessment and the appeals processes if applicable.
	<p>– Step 6: Record and report the result. The assessor must:</p> <ul style="list-style-type: none"> • record the assessment outcome according to the policies and procedures • maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures; • maintain the confidentiality of the assessment outcome; and • report the assessment outcome to CBC.
	<p>– Step 7: Review the assessment process. On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none"> ▪ review the assessment process; ▪ report on the positive and negative features of the assessment to those responsible for the assessment procedures; and • if necessary, suggest to CBC management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled management meeting or assessment validation.

- **Step 8: Participate in the reassessment and appeals process.** The assessor must:
 - provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;
 - provide the student with information on the reassessment and appeals process;
 - report any assessment decision that is disputed by the student to the appropriate personnel; and
 - participate in the reassessment or appeal according to the policies and procedures.

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 BSB 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 point 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 / WIFI
- Office Equipment for practical demonstration assessments
 - Desks or work stations with Ergonomic Chairs
 - Computers with Internet Access
 - Photocopier
- Text books and reference library

Please refer to **Appendix 2** for Resource Material / Textbooks

Recording assessment evidence and candidate feedback

It is mandatory that assessors record detailed evidence of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Assessment Summary Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.

This completed assessment record will be retained by CBC in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by CBC relating to a particular unit of competency or as part of a general audit of CBC's assessment strategy.

Candidates should be given a chance to comment on their performance prior to getting feedback from the assessor.

At the conclusion of the assessment, the assessor will complete the Assessment Summary Report for each candidate and indicate whether the candidate is competent or not yet competent. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record.

Re-assessment

Students who are assessed as not yet competent are to be provided with detailed feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

For more information, please refer to Resit / Re-assessment procedure section in the Student Handbook.

Benchmarks for assessment

In accordance with the Business Services Training Package, the endorsed unit of competency is the benchmark for assessment. As such, the unit of competency being assessed in these assessment activities has been unpacked to identify the required knowledge and skills to be demonstrated by the student. These are represented in the observation assessment criteria, and written knowledge questions which have been developed by analysing the whole unit including elements of competence, performance criteria, range information, required knowledge and skills and the evidence guide. These have been represented in the sequence this work is usually performed. The assessor is required to facilitate the observation of these knowledge and skills and is required to record what was actually observed to evidence these benchmarks of assessment.

Third Party Arrangement	<p>Canterbury Business College has an agreement with Cogninet Australia Pty Ltd to provide training and assessment services which include trainer's management and compliance services.</p> <p>Contact details: Cogninet Australia Pty Ltd Level 5, 29-35 Bellevue St Surry Hills, NSW 2010 Email: info@cogninet.com.au Web: www.cogninet.com.au</p>
Learner's rights for training and assessment	<p>Please read Student Handbook for learner's rights and obligation under Tuition Protection Scheme section. A copy of Student Hand Book can be downloaded from CBC website (www.cbc.nsw.edu.au).</p>
Industry Consultation	<p>Industry Consultation Canterbury Business College has liaised with the following organization / individuals for its industry consultation for BSB Business Services Training Package. Minutes of meeting / discussion are available for review on request.</p> <p>Tony Osmani Chief Executive Officer Australian Business and Retail Academy Suite 11 Ground Floor 41- 45 Rickard Road, Bankstown NSW 2200 Mobile: 0450 554 585</p> <p>Vijay Kumar Business Development Manager Direct Deal Pty Ltd 72 Moffatts Drive, Dundas Valley, NSW 2117 Mobile: 0413263881</p>

CEO's endorsement:	Gajinder Paul	Date:	16 Oct 2015
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Appendix 1 - Evidence gathering techniques / Assessment tools

Cluster Name	Demonstration	Projects		Report Writing	Portfolio	Case Scenario - Problem Solving	Written Exam	Research Documentation		Role Play	Presentation	Discussion	Oral Questioning
AD Business 1													
<i>BSBSUS501 Develop workplace policy and procedures for sustainability</i>				√			√	√					
AD Business 2													
<i>BSBMGT615 Contribute to organisation development</i>				√		√	√	√				√	
<i>BSBMKG603 Manage the marketing process</i>				√	√		√	√				√	√

AD Business 3													
<i>BSBHRM602 Manage human resources strategic planning</i>				√			√	√				√	√
AD Business 4													
<i>BSBMKG605 Evaluate international marketing opportunities</i>		√		√	√		√	√					
<i>BSBMKG606 Manage international marketing programs</i>		√		√	√		√	√					
AD Business 5													
<i>BSBINM601 Manage knowledge and information</i>		√		√			√				√		
AD Business 6													
<i>BSBMGT605 Provide leadership across the organisation</i>							√	√	√			√	

Appendix 1 – Resource Material / Textbooks

Diploma of Business		Resource Provider
1	BSBSUS501 Develop workplace policy and procedures for sustainability	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
2	BSBMGT615 Contribute to organisation development	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
3	BSBMKG603B Manage the marketing process	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
4	BSBHRM602B Manage human resources strategic planning	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
5	BSBMKG605B Evaluate international marketing opportunities	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
6	BSBMKG606B Manage international marketing programs	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia
7	BSBINM601A Manage knowledge and information	Canterbury Business College - Aspire Learning Resources - Cogninet Australia
8	BSBMGT605 Provide leadership across the organisation	Canterbury Business College - Innovation& Business Skill Australia (IBSA) / Aspire Learning Resources - Cogninet Australia