

COURSE INFORMATION

BSB51915 – Diploma of Leadership and Management

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- **Level 5 – Diploma**
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

Australian Qualifications Framework Level 5: Diploma

| | |
|--|---|
| Summary | Graduates at this level will have specialised knowledge and skills for skilled/ paraprofessional work and/or further learning. |
| Knowledge | Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning. |
| Skills | Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none">▪ analyse information to complete a range of activities▪ provide and transmit solutions to sometimes complex problems.▪ transmit information and skills to others |
| Application of Knowledge and skills | Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters. |

BSB51915 – 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.

Key Skills

Broadly, the Diploma of Business communicates to employers that you have demonstrated the following broad skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology skills.

Further information is contained within each of the units.

Job Roles

Possible job roles relevant to this qualification include:

- Manager

Pathways Information

Pathways into the qualification

Generally pathways into this qualification come from lower qualifications or vocational work spent within a business environment.

Qualifications include:

- BSB40812 Certificate IV in Frontline Management or other relevant qualification
- OR
- with vocational experience but without formal supervision or management qualification.

Pathways from the qualification

- BSB60407 Advanced Diploma of Management or other Advanced Diploma qualifications.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units: Eight (12)

Comprised of: Four (4) Core units
Eight (8) elective units

To be awarded the BSB51915 - Diploma of Leadership and Management, a total number of eight (12) units must be satisfactorily completed and relevant to the work outcome, local industry requirements and the qualification level.

The following course sequence has been developed by ASTC in consultation with industry:

Duration: 12 Months

Delivery Modes: eLearning, Correspondence and Blended

| Clusters | Unit Type | Unit Of Competency | Unit Description | Unit Hours | Tuition Fee | EFTSL |
|-------------|-----------|--------------------|--|------------|-------------|-------|
| Cluster 1 | Core | BSBMGT517 | Manage operational plan | 230 | \$7000 | .24 |
| | Elective | BSBCUS501 | Manage quality customer service | | | |
| | Elective | BSBMGT516 | Facilitate continuous improvement | | | |
| Cluster 2 | Core | BSBLDR502 | Lead and manage effective workplace relationships | 255 | \$1000 | .24 |
| | Core | BSBWOR502 | Lead and manage team effectiveness | | | |
| | Elective | BSBMGT502 | Manage people performance | | | |
| Cluster 3 | Elective | BSBINN502 | Build and sustain an innovative work environment | 275 | \$1000 | .28 |
| | Elective | BSBPMG522 | Undertake project work | | | |
| | Elective | BSBADM502 | Manage meetings | | | |
| Cluster 4 | Core | BSBLDR501 | Develop and use emotional intelligence | 220 | \$1000 | .24 |
| | Elective | BSBWHS501 | Ensure a safe workplace | | | |
| | Elective | BSBWOR501 | Manage personal work priorities and professional development | | | |
| Total Hours | | | | 980 | \$10,000 | 1.0 |

Commencement, Completion and Census Dates

The Commencement Date, Census Date and Completion Date for your Diploma will vary depending upon the dates you enrolled with ASTC.

We aim to start your Commencement Date as close as possible to the date you receive your first Unit of material for your Diploma.

For an accurate and specific list of these dates please refer to your **Commonwealth Assistance Notice (CAN)** as issued by ASTC administration.

Alternatively, please call ASTC on **(02) 9700 9333** and ask to speak to one of our helpful administration team

Units of Competency

Below is detailed each of the individual Units of Competency in this Diploma qualification.

BSBMGT517 – Manage Operational Plan

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
 - resource requirements
 - key performance indicators
 - monitoring processes
 - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
 - recruiting, inducting and developing personnel
 - acquiring physical resources and services
 - protecting intellectual property
 - making variations to the plan
 - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes
- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

BSBCUS501 – Manage quality customer service

Unit Descriptor:

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs
- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research
 - customer relations
 - ongoing product and/or service quality
 - problem identification and resolution
 - quality customer service delivery
 - record keeping and management methods
 - strategies for monitoring, managing and introducing ways to improve customer service relationships
 - strategies to obtain customer feedback

BSBMGT516 - Facilitate continuous improvement

Unit Descriptor

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Performance Evidence

- Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:
- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

BSBLDR502 - Lead and manage effective workplace relationships

Unit Descriptor

This unit describes Management and Leadership – Leadership skills and the knowledge required to develop and manage effective workplace relationships.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Performance Evidence

Evidence of the ability to:

- develop and/or implement processes to manage ideas and information including:
- communicating information to support others to achieve work responsibilities
- facilitating employees' contributions to consultation on work issues
- providing feedback on the outcomes of consultations
- resolution of issues raised or referral to relevant personnel
- establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to
- provide leadership through own behaviour including:
- professional conduct that promotes trust with internal and external contacts
- adjusting own interpersonal communication style to meet the organisation's cultural diversity and ethical environment
- plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
- develop and/or implement processes and systems to manage difficulties including:
- identifying and resolving conflicts and other difficulties according to organisational policies and procedures
- planning how to address difficulties
- providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems, policies and procedures can support the development of effective work relationships focusing on interpersonal styles, communications, consultation, cultural and social sensitivity, networking and conflict resolution
- outline legislation relevant to managing effective workplace relationships.

BSBWOR502 – Lead and manage team effectiveness

Unit Descriptor:

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

Use leadership techniques and strategies to facilitate team cohesion and work outcomes including:

- encouraging and fostering shared understanding of purpose, roles and responsibilities
- identifying and resolving problems
- providing feedback to encourage, value and reward others
- modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- explain how group dynamics can support or hinder team performance
- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies

BSBMGT502 - Manage people performance

Unit Descriptor

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly.

Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the Unit

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information

BSBINN502 - Build and sustain an innovative work environment

Unit descriptor

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the unit

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

Establish procedures and practices that foster innovation including:

- collaborative work arrangements
- building team capacity to contribute to innovation
- providing formal and informal learning opportunities
- evaluating ideas
- celebration and promotion of innovation
- consultation
- respectful communications and sharing of ideas and feedback
- reinforcing the value of innovation to the vision and objectives of the organisation
- modelling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation
- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces
- making changes to a workspace that will encourage innovation in at least one of
 - design
 - fit-out
 - decoration

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- explain the concepts and theories of innovation and how these link to innovation in practice
- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- research the legislative framework that impacts on operations in the relevant workplace context
- explain how different approaches to management and leadership can support or hinder innovation

- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment

BSBPMG522 - Undertake project work

Unit descriptor

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the unit

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
 - project scope
 - project stakeholders, including own responsibilities
 - relationship of project to organisational objectives and other projects
 - reporting requirements
 - resource requirements
- use project management tools to develop and implement a project plan including:
 - deliverables
 - work breakdown
 - budget and allocation of resources
 - timelines
 - risk management
- recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
 - lines of authority and approvals
 - quality assurance
 - human resources
 - budgets and finance
 - recordkeeping
 - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements

BSBADM502 - Manage meetings

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Performance Evidence

Performance evidence is evidence required to satisfy the performance criteria for this unit. The learner must be able to:

apply conventions and procedures for formal and informal meetings including:

- developing and distributing agendas and papers
- identifying and inviting meeting learners
- organising and confirming meeting arrangements
- running the meeting and following up
- organise, take part in and chair a meeting
- record and store meeting documentation.
- follow organisational policies and procedures

Knowledge Evidence

Knowledge evidence is evidence required to satisfy the knowledge criteria for this unit. The learner must be able to:

- outline meeting terminology, structures, arrangements
- outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- identify the relevant organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas

BSBLDR501 - Develop and use emotional intelligence

Unit Descriptor

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace.

It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to managers who identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

Performance Evidence

Evidence of the ability to:

- identify the impact of own emotions on others by identifying own emotional strengths and weaknesses, stressors, emotional states and triggers and gathering feedback from others
- model behaviours that demonstrate management of emotions
- recognise and respond to the emotional states of others promote the development of emotional intelligence in others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain emotional intelligence principles and strategies
- describe the relationship between emotionally effective people and the attainment of business objectives
- explain how to communicate with a diverse workforce which has varying cultural expressions of emotion
- explain the use of emotional intelligence in the context of building workplace relationships.

BSBWHS501 - Ensure a safe workplace

Unit Descriptor

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

NOTE: *The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace.*

Application of the Unit

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

Performance Evidence

- Evidence of the ability to:
- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping
- ensure organisational WHS compliance
- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control
- provide information and complete documentation for a WHS management system
- identify requirements for and request expert WHS advice.
- Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice
- specify relevant WHS organisational policies, procedures, programs and practices
- explain hazard identification and risk-management processes
- describe the hierarchy of risk control and how it is applied in the workplace
- specify in-house and WHS legislative reporting requirements.

BSBWOR501 – Manage personal work priorities and professional development

Unit Descriptor:

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.
- Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

- To complete the unit requirements safely and effectively, the individual must:
- explain principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - a personal development plan
 - personal goal setting
 - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

Resources

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials and clear guidelines on how to complete their work and return it for assessment.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the BSB07 Business

Services Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

Assessment Tools for BSB51915 - Diploma of Leadership and Management

The assessment tools developed by ASTC for each of the twelve(12) units of competency are as follows:

| Clusters | Unit Type | Unit of Competency | Unit Description | AT1 Workbook Activities | AT2 Oral/Written Questions | AT3 Project |
|-------------|-----------|--------------------|--|-------------------------------|----------------------------------|----------------|
| Cluster 1 | Core | BSBMGT517 | Manage operational plan | 230 | ✓ | ✓ |
| | Elective | BSBCUS501 | Manage quality customer service | | ✓ | ✓ |
| | Elective | BSBMGT516 | Facilitate continuous improvement | | ✓ | ✓ |
| Cluster 2 | Core | BSBLDR502 | Lead and manage effective workplace relationships | 255 | ✓ | ✓ |
| | Core | BSBWOR502 | Lead and manage team effectiveness | | ✓ | ✓ |
| | Elective | BSBMGT502 | Manage people performance | | ✓ | ✓ |
| Cluster 3 | Elective | BSBINN502 | Build and sustain an innovative work environment | 275 | ✓ | ✓ |
| | Elective | BSBPMG522 | Undertake project work | | ✓ | ✓ |
| | Elective | BSBADM502 | Manage meetings | | ✓ | ✓ |
| Cluster 4 | Core | BSBLDR501 | Develop and use emotional intelligence | 220 | ✓ | ✓ |
| | Elective | BSBWHS501 | Ensure a safe workplace | | ✓ | ✓ |
| | Elective | BSBWOR501 | Manage personal work priorities and professional development | | ✓ | ✓ |
| Total Hours | | | | 980 | \$10,000 | 1.0 |

| Assessment Tool: | Type of assessment: | What is assessed: |
|------------------|---|---|
| Activities | Formative assessment AT1 | The underpinning knowledge required to undertake the tasks, as outlined in the elements and performance criteria. Formative assessments will be completed progressively as participants work through their training. Trainer / assessors will determine how and when these activities should be completed. |
| Questions | Summative assessment AT2 | Required knowledge – evidence collected in response to the theory questions will support participants' competence with regard to the required knowledge. |
| Projects | Summative assessment AT3 PROJECT | Required knowledge, critical aspects for assessment and, in some cases, required skills – projects will be theoretical or practical. Evidence collected in response to the project questions and activities will support the judgement of competence. |

| Resources required to undertake this assessment |
|--|
| <p>Learners must have access to these resources:</p> <ul style="list-style-type: none"> ▪ Copies of the activities, questions, projects nominated by the trainer / assessor (Learner Guide and Learner Workbook and Assessments) ▪ Relevant organisational policies, protocols and procedural documents to draw from ▪ An appropriate workplace, simulated workplace or prior experience in the workplace ▪ Resources normally used in the workplace |
| Assessment instructions |
| <p>Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.</p> <p>Learners should also undertake observable tasks that provide evidence of performance AT3 & AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.</p> <p>Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner is not to sign the declaration unless they have a clear understanding of what is expected from them.</p> |

Legislative Information

There is no direct link between the “BSB1915 – Diploma of Leadership and Management and licensing, legislative and/or regulatory requirements.”

The legislation that particularly effects participation in Vocational Education and Training includes:

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- [National Vocational Education and Training Regulator Act 2011](#)

State Based Legislation

- Education and Training Reform Act 2006
- Workers' Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- [Working with Children Act 2005](#)
- Australian National Training Authority Act 1992

General

Commonwealth Legislation

- Competition and Consumer Act 2010
- [Copyright Act 1968](#)
- [Privacy Act 1988](#)
- [Sex Discrimination Act 1984](#)
- Fair Work Act 2009
- Fair Work (Registered Organisations) Act 2009
- Privacy and confidentiality legislation
- Freedom of information legislation

State Legislation:

- Work Health and Safety Act 2011
- Contracts Review Act
- Accident Compensation Amendment Bill 2009
- Transport Accident and Accident Compensation Legislation Amendment Act 2010
- [Equal Opportunity Act 2010](#)
- The Long Service Leave Act 1992

Litigation and Legal Matters

Legislation

- [Crimes Act 1900](#)
- [Civil Liability Act 2002](#)
- [Evidence Act 1995](#)

ACKNOWLEDGEMENT DECLARATION

(Please Sign and Return this page to Australian Salesmasters Training Co)

I acknowledge that I, _____ have read and fully understand the contents of this Learner Handbook, which outlines the conditions of my rights and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

Signature

Date

Name of Witness

Signature of Witness

Date

Please send to any of the following:
Email: admin@thesalesmasters.com.au
Post: Attn to Administrative Team
Australian Salesmasters Training Co.
PO Box 638, Rosebery NSW 1445
Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:
VET FEE-HELP Smart and Skilled Fee Paying