BSB50120 Diploma of Business
Course Information

Melbourne Institute of Training and Education (MITE)
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1. Qualification Overview

1.1 RTO Details

RTO Name	Easy Buy Products Pty Ltd t/a Melbourne Institute of Training and Education
RTO Code	45337
CRICOS Code	03976H
Delivery Location	Unit 211; 111 Overton Road Williams Landing VIC 3027
Delivery Period	2021 – 2022
Contact Person	Mr. Jagdeep Singh
Implementation Status	Current

1.2 Qualification Details

Qualification Code	**BSB50120**
Qualification Name	**Diploma of Business** (Release 1)
Training Package Details	(BSB) Business Services Training Package (Release 7.2)
Packaging Rules	To be awarded this qualification, competency must be demonstrated in 12 units of competency, consisting of: Five (5) core units, plus Seven (7) elective units, of which: ▪ 2 elective units must be selected from Group A for the remaining 5 elective units: ▪ up to 5 units may be selected from Groups A – I ▪ if not listed, up to 2 units may be selected from a Certificate IV, Diploma or Advanced Diploma from this or any other currently endorsed Training Package qualification or accredited course.

	Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome. https://training.gov.au/Training/Details/BSB50120
AQF Level	Australian Qualification Framework Level 5
Qualification Overview *Source: TGA*	This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities. Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings, but seek to further develop their skills across a wide range of business functions.

1.3 Units of Competency

Consistent with the packaging rules, the units listed below will be delivered for this training product. The unit code and title are provided, and units are grouped into Core and Elective units. Pre-requisites are listed where relevant.

CORE UNITS

Unit Code	Unit Title	Pre-Requisite
BSBCRT511	Develop critical thinking in others	NIL
BSBFIN501	Manage budgets and financial plans	NIL
BSBOPS501	Manage business resources	NIL
BSBSUS511	Develop workplace policies and procedures for sustainability	NIL
BSBXCM501	Lead communication in the workplace	NIL

ELECTIVES

Unit Code	Unit Title	Pre-Requisite
BSBOPS502	Manage business operational plans	NIL
BSBOPS503	Develop administrative systems	NIL

BSBTWK503	Manage Meetings	NIL
BSBCRT512	Originate and develop concepts	NIL
BSBPEF502	Develop and use emotional intelligence	NIL
BSBCRT611	Apply critical thinking for complex problem solving	NIL
BSBLDR522	Manage People performance	NIL

1.4 Target Group

Target learners will be mostly International/Overseas students who may possess different education discipline but seek to further develop their skills across a wide range of business skills and functions, with the specific goal of preparing them with the skills for work. Learners could be looking to get the skills to join or re-join the workforce, get better employment opportunities, move into a new career or gain additional skills in their existing career.

Cohort characteristics for this training and assessment strategy:

- Target groups general education level will be year 12
- English language proficiency will be IELTS 5.5 or equivalent
- Existing skills relating to the program would be low
- The typical age range would be young to matured: 18 and above age group
- Typical ACSF LLN level would be Level 2 – Level 3
- Typical computer level would be a beginner to intermediate

1.7 Training Product Outcomes

Employment Outcomes

Employment may include, but not limited to, Executive Officer, Business Development Manager, Project Consultant, Compliance Manager (Local Government), Office Manager, Business Sales Team Leader, Administrator, Corporate Services Manager, Administration Manager (Local Government), Evaluation, Records Management Coordinator, Team Leader, Procurement Officer, Unit Leader, Project Coordinator, Administration Manager, Customer Service Manager, Procurement and Contract Manager, Records Manager, Environmental Compliance Officer (Local Government) .

Further Study Pathway

Participants may wish to progress to BSB60120 Advanced Diploma of Business or other related Advanced Diploma qualifications.

Entry and Exit into Training Product

Participants will be offered the opportunity for recognition of prior learning during the enrolment process. If a student does not complete the full qualification but has successfully achieved a number of units, a Statement of Attainment will be issued upon request by the student, indicating that they do not plan to complete the full qualification.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit

2. Entry Requirements and Support Arrangements

2.1 Entry Requirements

There are no formal prerequisites required for entry in Diploma of Business.

However, students entering this course at Melbourne Institute of Training and Education must meet the following entry requirements:

English Language Requirement	Minimum IELTS score of 5.5 or equivalent*. For equivalency of various English Languages proficiency testing, and other forms of equivalency please refer to the Students handbook OR A minimum of two (2) years of study at an AQF Level 4 or higher completed in Australia
Academic Requirement	Satisfactory completion of Australian Year 12 or equivalent (for International Students–satisfactory completion of studies in applicant's home country equivalent to an Australian Year 12 qualification is required for entry into all qualifications); OR Completion of Certificate IV in Business or relevant qualification.
Age Requirement	Students must be a minimum age of 18 years or above at the time of course commencement.
Pre-Training Review	All learners will undertake an initial skills assessment to determine suitability for the course and student needs. The review aims to identify their training needs through questions on previous education or training, the relevance of the course and relevant experience. Determination of course suitability and additional support (if any) will be made by a qualified assessor.

Language Literacy and Numeracy (LLN)	All students will be required to complete an LLN assessment prior to the commencement of the course. Melbourne Institute of Training and Education uses LLN robot platform for the assessment. All reports, training supplements and recommendations are generated by the LLN Robot system after comparing the learner's ACSF spiky profile to the profile of this course.
Hardware/Software requirements	For students to work on assessments, tasks and self-study all learners are expected to have access to a laptop or computer with windows operating system and office application like Microsoft word at their own cost. Where needed, Melbourne Institute of Training and Education will provide access of computers/laptops, through a MoU setup with an external IT company.

2.2 Recognition Process

Learners will be able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements:

Credit Transfer

If a certificate with a statement of results or a statement of attainment is produced and verified, a credit transfer process will be initiated by Melbourne Institute of Training and Education in relation to the units as per the training plan.

Recognition of Prior Learning

Students can also pursue recognition by providing their trainer/enrolment officer relevant evidence requirements as detailed in Melbourne Institute of Training and Education RPL kit for this qualification.

If recognition applies the student's overall duration will alter and a schedule of exemptions will be provided.

2.3 Student Support Services

Melbourne Institute of Training and Education provides a variety of learning and welfare support to ensure a supported and successful learning environment for all students. Students who have either self-identified as requiring support or who are identified as requiring support through the Pre-Training Review process will have an individual learning plan prepared for them.

LLN Robot provides guidance and support to both the learner and the trainer:

- Learner - Self-paced learning supplements to help bridge the gap and familiarise learners with basic LLN concepts, based on their specific spiky profile results.

- Trainer - Detailed training plans for each individual learner containing recommendations and approaches to use during training to support the development of LLN skills, in the context of the course.

General support available for students at Melbourne Institute of Training and Education includes, but is not limited to:

a) language, literacy and numeracy (LLN) support
b) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
c) mediation services or referrals to these services
d) intervention and learning support strategies
e) complaints and appeals processes
f) referrals to counselling services or other external support as needed
g) information and communications technology (ICT) support
h) making learning materials available in alternative formats, for example, in large print
i) any other services that Melbourne Institute of Training and Education considers necessary to support learners to achieve competency.

Students can also be supported outside of face-to-face sessions through e-mail and telephone contact with their trainer or student support officers. Students are provided with their trainer and student support officer's contact details at their orientation. Students are encouraged to contact their trainer or student support officers at any time and trainers and student support officers will liaise with students regarding their progress and provide advice as required, including any relevant course content and concepts, due dates of assessments, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing related to training and assessment.

Support arrangements are detailed in relevant policies and procedures and further information is available in the student handbook.

3. Delivery Plan

3.1 Delivery Arrangement

Mode of Delivery	Face-to-Face
Delivery Location	Unit 211; 111 Overton Road Williams Landing VIC 3027
Program Duration	This qualification is expected to be completed in 1 year (52 Weeks). This will include 44 weeks of training and assessment spread over four (4) study periods of 11 weeks each and a total eight (8) weeks of study break periods interspersed between study periods.

A training plan will be supplied to each student prior to course commencement. Students will also be provided with an orientation to the course to outline the training and assessment processes, support services and other relevant information. This forms part of the general orientation that Melbourne Institute of Training and Education provides to students.

All students will be provided with a range of learning support options and resources to help them achieve competency.

Melbourne Institute of Training and Education uses a range of techniques during face-to-face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.

Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the business (or related) role in the workplace.

4.1 Training Resources

Melbourne Institute of Training and Education has purchased Business Works training and assessment resources from RTO Works. Business Works is a part of the suite of documents developed by RTO Works.

Trainers will be provided with the following training materials:

- *Trainer Guide:* Trainer Guide provides training content, activities, delivery resources, and links to videos, further reading and additional material to help guide the delivery.

- *Video Library:* A video library is included as part of the Business Works range which covers a number of important soft skills that relate to many of the BSB units. They highlight key content, have been used to enhance flexibility for trainers and, perhaps most importantly, can be used to reduce delivery overlap between units. The videos have been created in topics and each topic series has four videos within it comprising of approximately one minute each. A quiz for each video is also included as part of the series which can be used as knowledge checkpoints for learning.
- *PowerPoint presentation:* Each trainer guide is supported by a PowerPoint presentation. The slides highlight key learning points.
- *Trainer Guide Mapping:* A trainer guide mapping is included with each unit of competency. It shows how the content of each guide aligns to the unit of competency.

Students will be provided with the following learning materials:

- *Student Guide:* Student guide provides student with learning content, learning goals, multiple activities to reinforce every learning topic, links to videos and further reading. This guide should be used in conjunction with any further course notes or activities given by the trainer/assessor.

- *Video Library:* The video library covers a number of important soft skills that relate to many of the units. The videos have been created in topics and each topic series has four videos within it

comprising of approximately one minute each. A quiz for each video is also included as part of the series which can be used as knowledge checkpoints for learning.

- *Self Study Guide:* A Self Study Guide will be provided to students with a list of activities to be completed in their own time to complement the formal learning they are doing as part of their classroom studies. This forms a mandatory part of their learning and they will be required to complete all activities before they can attempt the final assessment.

4.2 Assessment Resources

The following documents and resources are available for assessors:

- *Assessor Marking Guide:* The Assessor Marking Guide provides assessors with assessment tasks, checklists and marking guidance. It also provides unit-specific advice on delivering assessment.

- *Assessment Mapping:* A mapping guide is included as a separate document to show assessors how each assessment task maps to the unit of competency.

- *Supporting resources:* Supporting resources include forms, templates, checklists and project portfolios that should be used when preparing for and marking assessment tasks. Relevant supporting resources are available in the 'Assessor resources' folder for each unit of competency.

- *Business Works Trainer and Assessor Guide:* The trainer and assessor user guide is a comprehensive document that provides important information relating to the delivery of quality training and assessment. This document also provides guidelines for assessors on the different types of assessments and assessment styles used throughout the course and tips on administering the assessment. The Assessment delivery information (Appendix A) summarises time limits, conditions, submission guidelines for knowledge questions.

A list of the supporting resources relevant to each assessment task is listed in the Assessor Marking Guide.

The following documents and resources are available for students:

- *Student Assessment Tasks*: The Student Assessment Tasks include the tasks as well as guidance about how to complete each assessment. Submission information and relevant forms are also included. The Student Assessment Tasks can be found in the 'Assessment' folder for each unit.

- *Supporting resources*: Supporting resources include forms, templates, checklists and project portfolios, which can be used by the student to support them in providing evidence of their competence. Supporting resources are available in the 'Student Resources' folder for each unit.

- *Business Works Student User Guide*: The Student User Guide is provided to the students to help them successfully complete the assessments. This document details key information on how to

prepare for assessments, undertake assessments, following up and right to appeal. The Assessment task information (Appendix A) of the student user guide summarises time limits (where relevant), conditions, submission guidelines for knowledge questions and space for students to write due dates for each task.

4.3 Assessment Strategy

Trainers and assessors will be provided with Melbourne Institute of Training and Education's assessment policies and procedures, including reassessment opportunities and assessment appeals. Assessors will be required to review them and clarify any areas of uncertainty with the academic manager before conducting assessments.

The trainer/assessor will be required to explain students about 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, provide students with a due date for each assessment task, set time limits for assessments. All assessors are provided with a trainer and assessor user guide as listed above which details the time limits for relevant tasks.

Trainer/assessor will assess the needs of the student and where applicable, negotiate reasonable adjustment for assessing students with individual needs, provide additional learning material where gaps are identified in either the participant's underpinning knowledge or skills.

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 completing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

Assessment conditions will ensure a simulated workplace environment.

Learning support time for consultation with trainer/assessor may be allocated to allow students to revise their learning or understanding, perform any required tasks, practice their skills, reinforce their knowledge and prepare themselves for the assessments.

- Assessments are supervised and are scheduled to be completed in class.
- In-class project time and group activities will be scheduled to support the assessment process.
- Practical assessment tasks will be provided to address required skills and applicable performance criteria.
- Students will be required to allocate additional self-study time towards preparation, private study, homework, research and preparation of assignment work. This is indicated in the Training and Assessment schedule and will be informed to students at the start of every unit.

4.4 Assessment Types and Methods

A range of assessment methods employed by Melbourne Institute of Training and Education ensures that assessments are fair, valid, reliable and reasonable while ensuring that Melbourne Institute of Training and Education meets the requirements of the relevant Training Package and the rules of evidence. Assessments for this course have been designed for classroom-based face-to-face delivery and assessment.

Based on the assessment methods for each unit of competency, assessment styles incorporated by Melbourne Institute of Training and Education include a range of assessment tasks such as knowledge questions; research tasks; assessor observations; projects, which may include case studies, round tables and project portfolios; role-plays; undertaken at prescribed assessment schedules. Tasks will require in-class work to evidence aspects of skills and knowledge as well as ensure a consistent approach to the unit of competency through continuous engagement and feedback.

- Knowledge questions are designed to help the student demonstrate the knowledge which they have acquired during the unit
- Research tasks are used in two ways. The first is to assess the student's ability to conduct and analyse research/gather information and is in response to performance criteria or performance evidence. The second is to assess the student's knowledge and is generally in response to knowledge evidence.
- Assessor observations are used where the unit of competency requires that the student must be observed demonstrating the skills and knowledge that they have acquired during their course. These observations will be in person.
- Projects are provided to help students demonstrate the knowledge and skills that they have developed during their course. Supporting templates and resources, including project portfolios, are provided to the student and marking guidance is provided to the assessor.
- Round table discussions will be used for students to discuss their own real experiences and apply them in the context of the case study. Even though students may be participating in a project based on a case study business, they have a wealth of knowledge, experience and skills that they have each gathered over the course of their lives that can be reflected on and applied in discussion with their peers and fellow students. These can then be discussed and applied to the project they are working on, making it more industry realistic.

4.6 Simulated workplace environments

Simulated work environments provide a real-life context to training and assessment and assessment tasks have been designed to reflect real life work tasks. Trainers and assessors will use the following guidance to support the provision of a real-world environment:

- Tasks must be performed within industry standard timeframes.
- Ensure that tasks 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, software and consumables or that which is found in a business or office environment
- Ensure that students are required to consider workplace constraints such as time and budgets.

Many of the assessment tasks from the Business Works series require access to a simulated case study business or an actual business. Assessors can make use of the Business Works Simulation Pack which will be included as relevant for each unit requiring one. Where students are classroom based and don't have access to an actual business to base their assessments on – these packs provide the students with the information required.

The simulated environment must:

- ensure adequate interaction and consultation with industry to ensure a realistic environment.
- provide access to appropriate workplace documentation; for example, organisational policy and procedures, forms, checklists, and so on (included as relevant in each Business Works Simulation Pack).
- provide access to appropriate and relevant tools, equipment and technology
- provide a realistic, professional workplace environment and role model professional communication and behaviours consistent with current industry practice
- use standard industry language and terminology
- an expectation of an appropriate level of dress and behaviour
- rely on your own workplace experience when participating in role-play tasks
- ensure that the simulated workplace is customer focussed
- ensure that all group work is completed in a professional, team-oriented manner.

4.9 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 two (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.

The assessor is required to:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- Provide the candidate with information on the reassessment and appeals process
- Report any assessment decision that is disputed by the candidate to the Academic Manager
- Participate in the re-assessment or appeal according to the policies and procedures of the RTO.

4.10 Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy and Procedure found on Melbourne Institute of Training and Education Student Handbook.

Appeals will be dealt in accordance with Melbourne Institute of Training and Education's documented Complaints and Appeals Policy and Procedure.

5. Resources and Management

5.2 Physical Resources

Besides the training and assessment resources listed above, the following physical resources are available at Melbourne Institute of Training and Education Campus.

- Laptops available on request
- Classroom with table and chairs for students
- Internet (Wi-Fi) connection
- Printer and photocopier
- Student breakout area
- Access to kitchenette
- Overhead projectors connected with trainer's laptops
- Whiteboard, flipcharts
- Student Management System
- Admin room; equipped with admin computers work desks and stationery
- Sample case studies, plans and other relevant reference documents related to unit/lesson topics

The campus premises will also provide access to a range of business policies and procedures, workplace documentation and resources applicable to this course. The simulated environment is based on the daily operations, simulated case studies or situations. Students will use the premises of Melbourne Institute of Training and Education as a form of the simulated environment or provide reports on workplace situations.

Appendix A – Volume of Learning

BSB50120	Diploma of Business (Release 1)		Face to Face training and Assessment				Volume of Learning
Code	Title	Type	Supervised Classroom Training	Supervised Assessment Hours	1. Total supervised hours	2. Total Self-Study	VoL Total (1 + 2)
BSBCRT511	Develop critical thinking in others	Core	48	12	60	26	86
BSBFIN501	Manage budgets and financial plans	Core	60	20	80	28	108
BSBOPS501	Manage business resources	Core	48	32	80	26	106
BSBSUS511	Develop workplace policies and procedures for sustainability	Core	40	20	60	28	88
BSBXCM501	Lead communication in the workplace	Core	52	28	80	28	108
BSBOPS502	Manage business operational plans	Elective	44	36	80	28	108
BSBOPS503	Develop administrative systems	Elective	56	24	80	26	106
BSBTWK503	Manage Meetings	Elective	56	24	80	26	106
BSBCRT512	Originate and develop concepts	Elective	40	40	80	28	108
BSBPEF502	Develop and use emotional intelligence	Elective	40	40	80	28	108

BSBCRT611	Apply critical thinking for complex problem solving	Elective	32	28	60	30	90
BSBLDR522	Manage People performance	Elective	28	32	60	30	90
	Total				**880**	**332**	**1212**