



**BSB60420 Advanced Diploma of  
Leadership & Management  
Course Information**



# BSB60420 Advanced Diploma of Leadership & Management

## Course Information

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## 1.2 Qualification Details

Qualification Code	<b>BSB60420</b>
Qualification Name	<b>Advanced Diploma of Leadership and Management</b> (Release 1)
Training Package Details	(BSB) Business Services Training Package (Release 7.1)
Packaging Rules	<p>To be awarded this qualification, competency must be demonstrated in 10 units of competency, consisting of:</p> <p>Five (5) core units, <i>plus</i> Five (5) elective units, of which:</p> <ul style="list-style-type: none"><li>• Three (3) units must be selected from the elective units listed in the training package</li><li>• Remaining 2 units may be selected from the elective units listed in the training package, or any other currently endorsed Training Package qualification or accredited course at Advanced Diploma or above</li><li>• 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.</li></ul> <p><a href="https://training.gov.au/Training/Details/BSB60420">https://training.gov.au/Training/Details/BSB60420</a></p>
AQF Level	Australian Qualification Framework Level 6
Qualification Overview <i>Source: TGA</i>	<p>This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.</p> <p>Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters.</p> <p>They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.</p>



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### 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
BSBCRT611	Apply critical thinking for complex problem solving	Nil
BSBLDR601	Lead and manage organisational change	Nil
BSBLDR602	Provide leadership across the organisation	Nil
BSBOPS601	Develop and implement business plans	Nil
BSBSTR601	Manage innovation and continuous improvement	Nil

#### ELECTIVES

Unit Code	Unit Title	Pre-Requisite
BSBPMG633	Provide leadership for the program	Nil
BSBSTR602	Develop organisational strategies	Nil
BSBSTR801	Lead innovative thinking and practice	Nil
BSBHRM613	Contribute to the development of learning and development strategies	Nil
BSBCMM511	Communicate with influence	Nil

### 1.4 Target Group

Target learners will be mostly International/Overseas students wishing to enhance their existing business administration or management careers or to pursue higher studies in business. Entry is restricted to students who have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions) OR Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.



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It is also suitable for those who have completed BSB50420 Diploma of Leadership and Management or equivalent qualifications in related domains and looking to upgrade their skills to further their academic and career prospects.

## **Cohort characteristics for this training and assessment strategy:**

- Learners will hold a Diploma or Advanced Diploma from the BSB training package or will have two years equivalent full-time time relevant workplace experience in an operational or leadership role in an enterprise, as an entry requirement
- Existing skills relating to the program would be medium
- Typical age range would be young to matured: 18 and above age group
- Typical ACSF LLN level would be Level 3 – Level 4  
Typical computer level would be intermediate

## **1.7 Training Product Outcomes**

### **Employment Outcomes**

Employment may include, but not limited to, professional, managers, community and personal service workers.

### **Further Study Pathway**

Participants may wish to progress to further studies like a bachelor program.

### **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**



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### 2.1 Entry Requirements

Below table includes the entry requirements for Advanced Diploma of Leadership & Management.

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

English Language Requirement	<p>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 Admissions and student selection policy available in the Students handbook OR</p> <p>A minimum of two (2) years of study at an AQF Level 4 or higher completed in Australia</p>
Entry Requirement	<p>Entry to this qualification is limited to those who:</p> <p>Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions).</p> <p>or</p> <p>Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.</p>
Age Requirement	<p>Students must be a minimum age of 18 years or above at the time of course commencement.</p>
Pre-Training Review	<p>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.</p>
Language Literacy and Numeracy (LLN)	<p>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.</p> <p>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.</p>



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## 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.



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### 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 1.5 year. This will include 66 weeks of training and assessment spread over six (6) study periods of 11 weeks each and a total 12 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.

#### 4.4 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





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- 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.

Assessments are developed based on principles of assessment and rules of evidence and address all of the unit's performance criteria, performance and knowledge evidence. Assessment mapping table is provided in a separate document to the trainers/assessors.