

COURSE INFORMATION

BSB50215 – Diploma of Business

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	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <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.

BSB50215 – Diploma of Business

Description

This program is aimed at individuals seeking to develop their skills across a range of business functions. The Diploma of Business can be used to compliment other qualifications to provide employer confidence that the candidate can work effectively within a business environment. The Diploma is highly recommended for those working within a business role seeking to formalise their skills.

Conversely, it may also apply to those with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop in order to create further educational and employment opportunities.

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

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- executive officer
- program consultant
- program coordinator

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:

- BSB40212 – Certificate IV in Business
- BSB40215 – Certificate IV in Business

Pathways from the qualification

Pathways from this qualification include higher qualifications or senior-management level vocational work within a business environment.

Qualifications include:

- BSB60215 – Advanced Diploma of Business

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units: Eight (8)

Comprised of: Eight (8) elective units

To be awarded the BSB50215 - Diploma of Business, a total number of eight (8) 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	Elective	BSBMGT403	Implement continuous improvement	190	\$7000	.24
	Elective	BSBINN502	Build and sustain an innovative work environment			
Cluster 2	Elective	BSBMGT502	Manage people performance	175	\$1000	.24
	Elective	BSBWOR502	Lead and manage team effectiveness			
Cluster 3	Elective	BSBPMG522	Undertake project work	190	\$1000	.28
	Elective	BSBHRM506	Manage recruitment selection and induction processes			
Cluster 4	Elective	BSBADM502	Manage Meetings	165	\$1000	.24
	Elective	BSBLED502	Manage programs that promote personal effectiveness			
Total Hours				720	\$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.

BSBMGT403 - Implement continuous improvement

Unit Descriptor

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

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

Application of the Unit

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

Performance Evidence

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

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures

Knowledge Evidence

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

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- Identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement

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

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

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

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

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

The learner must also be able to:

- 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

Knowledge Evidence

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

- 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

BSBHRM506 - Manage recruitment, selection and induction processes

Unit Descriptor:

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

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

Application of the Unit

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

Performance Evidence

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

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements

Knowledge Evidence

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

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment

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

BSBLED502 - Manage programs that promote personal effectiveness

Unit Descriptor

This unit describes the skills and knowledge required to manage programs with a health and wellbeing focus. The unit addresses management of the range of programs that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, and Employee Assistance Programs (EAPs).

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

Application of the Unit

This unit applies to individuals who take responsibility for managing staff health and wellbeing programs or activities.

It also has particular relevance for managers of human resources or diversity programs, frontline managers and specialist consultants responsible for promoting a balance between work demands and personal life. It is not assumed the individual will be directly involved in delivering the programs.

Performance Evidence

Evidence of the following is essential for a participant to demonstrate competency in this unit:

- collaboratively plan and implement a health and wellbeing program
- develop an overall program management plan
- provide feedback to stakeholders on:
 - program responsibilities
 - program milestones
 - evaluation outcome
- prepare policy documents
- provide appropriate support to relevant personal
- monitor and review program
- incorporate outcomes into organisational strategies

Knowledge Evidence

- identify a range of employee health issues and options for improving health outcomes
- locate and name relevant industry consultants
- outline steps to create a program management plan
- explain why it is important to monitor program progress.

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 BSB50215 - Diploma of Business

The assessment tools developed by ASTC for each of the eight (8) 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	Elective	BSBMGT403	Implement continuous improvement	✓	✓	✓
	Elective	BSBINN502	Build and sustain an innovative work environment	✓	✓	✓
Cluster 2	Elective	BSBMGT502	Manage people performance	✓	✓	✓
	Elective	BSBWOR502	Lead and manage team effectiveness	✓	✓	✓
Cluster 3	Elective	BSBPMG522	Undertake project work	✓	✓	✓
	Elective	BSBHRM506	Manage recruitment selection and induction processes	✓	✓	✓
Cluster 4	Elective	BSBADM502	Manage Meetings	✓	✓	✓
	Elective	BSBLED502	Manage programs that promote personal effectiveness	✓	✓	✓
Total Hours				720	\$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 “BSB50215 – Diploma of Business 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