

# TRAINING & ASSESSMENT STRATEGY

## BSB61215 Advanced Diploma of Program Management

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## Training and Assessment Strategy

<b>Name of RTO</b>	Canterbury Technical Institute Pty Ltd			
<b>Training Package</b>	BSB Business Services Training Package			
<b>Code and title of qualification</b>	BSB61215 Advanced Diploma of Program Management CRICOS Code: 093919E			
<b>Qualification Packaging rules</b>	<b>Total number of 12units-4 core units and 8 elective units in this qualification.</b> Elective units are guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.			
<b>Units of competencies</b>				
<b>Cluster Name</b>	<b>Unit Code</b>	<b>Unit Name</b>	<b>Nominal Hours</b>	<b>Core / Elective</b>
<b>CLUSTER 1</b>				
<b>Manage Programs 1</b>	BSBPMG610	Enable program execution	150	Core
	BSBPMG611	Facilitate stakeholder engagement	150	Core
	BSBPMG612	Implement program governance	150	Core
	BSBPMG613	Manage benefits	150	Core
<b>CLUSTER 2</b>				
<b>Manage Programs 2</b>	BSBFIM601	Manage finances	150	Elective
	BSBINN601	Lead and manage organisational change	150	Elective
	BSBLDR501	Develop and use emotional intelligence	150	Elective
	BSBMGT520	Plan and manage the flexible workforce	150	Elective
<b>CLUSTER 3</b>				
<b>Manage Programs 3</b>	BSBPMG615	Manage program delivery	150	Elective
	BSBPMG616	Manage program risk	150	Elective
<b>CLUSTER 4</b>				
<b>Manage Programs 4</b>	BSBPMG617	Provide leadership for the program	150	Elective
	ICTICT602	Develop contracts and manage contracted performance	150	Elective

<b>Course Description</b>	<p>This qualification reflects the role of individuals who apply project management skills and knowledge. They may manage projects in a variety of contexts, across a number of industry sectors. They have project leadership and management roles and are responsible for achieving project objectives. They possess a sound theoretical knowledge base and use a range of specialised, technical and managerial competencies to initiate, plan, execute and evaluate their own work and/or the work of others.</p> <p><b>Job roles</b></p> <p>Job roles and titles vary across different industry sectors. A possible job title relevant to this qualification is:</p> <ul style="list-style-type: none"> <li>• Program Manger</li> <li>• Project Manager</li> <li>• Project Management Section Leader</li> <li>• Project Director</li> </ul>
<b>Clients</b>	<p>CTI's clients for this qualification are domestic and international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities.</p> <p>Entry requirements for students:</p> <ul style="list-style-type: none"> <li>• An overall IELTS band 5.5 or equivalent and above</li> <li>• 18 years and above with a High School Certificate (Year 12)</li> <li>• Students will / may have to meet the entry criteria's depending on individual qualification requirements.</li> </ul> <p><b>Qualification Pathways INTO the qualification:</b></p> <ul style="list-style-type: none"> <li>• Candidates who have completed BSB51415 Diploma of Project Management or</li> <li>• Have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.</li> </ul> <p><b>CTI Qualification Credit Transfer Opportunities</b></p> <p>Candidates who complete the following courses at CTI are eligible to receive:</p> <ul style="list-style-type: none"> <li>• 2 Units credit from BSB61015 Advanced Diploma of Leadership &amp; Management BSBFIM601 Manage finances BSBINN601 Lead and manage organisational change</li> <li>• 1 Unit credit from BSB51915 Diploma of Leadership &amp; Management BSBLDR501 Develop and use emotional intelligence</li> </ul> <p><b>Pathways FROM the qualification</b></p> <p>After achieving this qualification candidates may choose to undertake BSB51915 Diploma of Leadership and Management or BSB61015 Advanced Diploma of Leadership and Management or other Advanced Diploma qualifications.</p> <p><b>Licensing, legislative, regulatory information</b></p> <p>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.</p>
<b>Learning and assessment arrangements</b>	<p><b>Duration</b></p> <p>The training program for Advanced Diploma of Program Management is conducted over a 52-week period (includes term breaks) and is divided into 4 clusters (1200 hrs).</p> <p>CTI students will attend class plus and complete study up to 20 hours per week in full-time mode. Students may be required to complete additional hours beyond class times to complete the course.</p> <p><b>Please contact <a href="mailto:info@cti.qld.edu.au">info@cti.qld.edu.au</a> for a copy of timetable.</b></p>

**Organisation's Delivery plan**

All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence of units is maintained throughout the course.

Where/If applicable unit assessments having similar elements / criteria's / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification.

The units are placed in a logical sequence to achieve critical aspects of assessments for progressive development of competency achieved. Units have multiple assessment tools to simulate / reflect real time workplace requirements.

The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible where required.

Intakes dates are as per the published CTI ongoing (rolling intake) schedule. For Program Management units; CTI delivers units in a loop system ensuring candidates always will have the possibility to complete the qualification within the 52 weeks period, no matter at which point they enter. Intakes are managed to ensure that students complete pre-requisite units prior to attending the units where such an instance applies.

Cluster Name	Unit (s) of Competency
<b>Manage Programs 1</b>	BSBPMG610
	BSBPMG611
	BSBPMG612
	BSBPMG613
<b>Manage Programs 2</b>	BSBFIM601
	BSBINN601
	BSBLDR501
	BSBMGT520
<b>Manage Programs 3</b>	BSBPMG615
	BSBPMG616
<b>Manage Programs 4</b>	BSBPMG617
	ICTICT602

**Delivery modes**

**Simulated workplace environment**

CTI ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CTI has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various elements of a real / actual workplace however in a simulated training environment.

CTI meets the need for a real-time workplace simulation environment by:

- A dedicated desktop/lab to reflect a real-time work environment for all training components of the course.
- The CTI trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers and scenarios.
- Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates.

**Evidence-gathering techniques / Assessment tools**

Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.

In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning unit.

- A. Practical Tools
  - a. Demonstration
  - b. Programming / Projects
  - c. Diagrammatical Representation
- B. Written Tools
  - a. Report Writing
  - b. Project Documents / Templates
  - c. Case Scenario – Problem Solving
  - d. Research Documentation
- C. Observation Tools
  - a. Role Play
  - b. Presentation
  - c. Discussion

- D. Online Resources
 

Some areas of study may have access to online resources through the Common Share folder on the CTI server.

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

Cluster	Unit of competency	A	B	C	D
<b>Manage Programs 1</b>	BSBPMG610 Enable program execution	✓	✓		✓
	BSBPMG611 Facilitate stakeholder engagement	✓	✓	✓	✓
	BSBPMG612 Implement program governance	✓	✓		✓
	BSBPMG613 Manage benefits	✓	✓	✓	✓
<b>Manage</b>	BSBFIM601 Manage finances	✓	✓		✓

	<b>Programs 2</b>	BSBINN601 Lead and manage organisational change	✓	✓		✓	
		BSBLDR501 Develop and use emotional intelligence	✓	✓	✓	✓	
		BSBMGT520 Plan and manage the flexible workforce	✓	✓		✓	
	<b>Manage Programs 3</b>	BSBPMG615 Manage program delivery	✓	✓		✓	
		BSBPMG616 Manage program risk	✓	✓		✓	
	<b>Manage Programs 4</b>	BSBPMG617 Provide leadership for the program	✓	✓	✓	✓	
		ICTICT602 Develop contracts and manage contracted performance	✓	✓		✓	
	Please contact <a href="mailto:info@cti.qld.edu.au">info@cti.qld.edu.au</a> for more information on Evidence gathering techniques / Assessment tools.						
	<p><b>Delivery and assessment staff</b>  All trainers/Assessors hold:  1. Either a Certificate IV in Training and Assessment TAE40116, it's equivalent or a Diploma or higher-level qualification in adult education, as per ASQA requirements listed in item 2 of schedule 1.  2. Vocational competencies and qualifications at least up to the same level they are delivering and assessing, and  3. Current relevant industry experience which informs their training and assessment.</p> <p>Staff matrices available for review on request.</p>						
	<p><b>Recognition of Prior Learning (RPL) / Credit Transfer (CT)</b></p> <p>Canterbury Technical Institute recognises the skills and knowledge that students may have gained through previous studies, workplace and life experience. They may be entitled to gain recognition of prior learning before or after commencing the course that may exempt them from attending one or more units. (See page 3 for CTI previous study credit transfer opportunities)</p> <p>Students who believe they already have the skills and knowledge required to demonstrate competency can request a copy of the RPL application form. Students are provided with information regarding the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency.</p> <p>RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.</p> <p>The RPL process may involve a practical demonstration assessment.</p> <p>Where RPL is granted to overseas students the Institute will notify DoHA of the change to the duration of study and ensure a minimum full-time 20 hour per week study load for the student is maintained.</p>						

	<p><b>Language Literacy and Numeracy (LLN)</b></p> <ul style="list-style-type: none"> <li>• Canterbury Technical Institute is committed to provide education opportunities to its students from non-English-speaking background (NESB).</li> <li>• Canterbury Technical Institute will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its Assessing student's qualifications and English language proficiency Policy and Procedure.</li> <li>• Canterbury Technical Institute recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. NESB students.</li> <li>• Canterbury Technical Institute will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs.</li> <li>• Canterbury Technical Institute reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre.</li> <li>• If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue our staff can discuss different ways of conducting training and assessment or to assist students to access additional tutorials or LLN support (generally on Fridays) with their trainer or an LLN specialist.</li> </ul> <p>Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.</p>	
	<p><b>Special Needs Arrangements (Reasonable Adjustments)</b></p> <p>All students, including those with disabilities, are treated equally, with dignity and be able to enjoy the benefits of the educational experience in the same way. If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal, Student Services and Academic Manager (SSM) and Trainers.</p>	

	<p><b>Intervention Strategies</b></p> <p>An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Technical Institute endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent after the second assessment resubmit or if he/she does not show an understanding of the course being taught or has demonstrated poor course progress without a valid reason; the student may be asked to:</p> <ul style="list-style-type: none"> <li>• Discuss an intervention plan with the Trainer and or SSM or Principal</li> <li>• Sit for a re-assessment</li> <li>• Attend a number of supervised studying hours</li> <li>• Repeat the unit</li> </ul>	
	<p><b>Transition Arrangements</b></p> <p>The Principal ensures the management of the students into the revised version of this course. This will include:</p> <ul style="list-style-type: none"> <li>• Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials.</li> <li>• Revising and upgrading of existing assessment tools to the requirements of the revised qualification.</li> <li>• Creation of new identified assessment tools.</li> <li>• Revising and upgrading of existing learning materials to the requirements of the revised qualification.</li> <li>• Creation and purchasing of new learning materials.</li> <li>• Rewriting the learning and assessment strategy to match the new qualification</li> <li>• Ensuring that existing trainers and assessors are trained and up skilled into the requirements of the new qualification</li> <li>• Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification.</li> </ul>	



### **Assessment validation process**

The processes used to validate assessment activity in this program are:

#### **1. Pre-assessment**

Assessment strategies are developed through consultation with industry representatives to ensure assessment methods are consistent with industry needs.

Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives.

Validation before assessment focuses on:

- the design of assessment activities;
- the assessment methods that are to be used;
- the benchmarks against which each participant is assessed.

#### **2. Post-assessment**

In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Technical Institute conducts post-assessment moderation and validation.

The Post-Assessment Moderation process focuses on:

- The assessment tasks and the assessment process;
- The evidence of participants' performance;
- The assessment decisions made on the samples of evidence provided;
- Reporting and record keeping.

It includes the following activities:

- Moderation and Validation meetings;
- Moderation process;
- Student and Trainer/Assessor's Feedback;

#### **Assessment Moderation Process**

The Student Services & Academic Manager with the Head Trainer/Assessor conducts Assessment moderation at regular intervals as defined in the CTI Moderation schedule by collecting samples of assessment evidence from all assessors for the same unit of competency and compares the outcomes of the assessment process against the assessment and unit requirements.

Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

**Industry Consultation**

CTI has liaised with the following organization / individual for its industry consultation for BSB15 Business Services Training Package. Documentation and or Minutes of meeting / discussion are available for review on request.

**Tracey Hickey**

Trainer  
112/152 Palm Meadows Drive  
Carrara Qld 4211  
Ph: 0402 157 556  
[tracey@thenavigategroup.com](mailto:tracey@thenavigategroup.com)

**Other requirements**

- All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the BSB15 Business Services Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the TGA website.
- All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to point and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students and available on the CTI Commonshare Folder.
- The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.
- Classrooms for the delivery of Theory based Units
  - Tables & Chairs, Whiteboard or Flipchart
  - Computers with Internet access
- Office Equipment for practical demonstration assessments
  - Desks or workstations with Ergonomic Chairs
  - Computers with Internet Access
- Textbooks and reference library