



Student Assessment Instructions Guide

BSB51918 - Diploma of Leadership and Management

Purpose of the Document

This document named Student Assessments Instruction Guide contains detailed information about the Student Assessment Workbooks for assessment tasks.

Student Assessment Workbook

This Student Assessment Workbook contains details of your assessment tasks and the guidelines for you to be able to complete the assessments for all the units for this qualification.

Purpose of Assessment

Assessment is the process of gathering and judging of evidence to decide whether a student has achieved a standard of competence. Successful completion of all assessment tasks will contribute to the attainment of the unit of competency.

Methods of assessments

There are two types of tasks for assessing the unit of competency for each unit

- a. Theory tasks
- b. Case studies/demonstration/project/role-play/written reports for the tasks as per assessment instructions provided in the student assessment workbook.

The following methods are used for assessing the student

- Analysis of responses to written questions
- Analysis of responses to Case studies/demonstration/project/role-play/written reports (Please refer to the assessment tasks instructions for individual tasks)
- Observation of demonstration by the student in role play activities.

Role play Participants for simulated environment

- Student: going to be assessed as per assessment requirements.
- Batchmates: Participants as team members/customers/manager or as per assessment requirements.
- Assessor will allocate the participants from your batchmates and will observe the activity.

DELIVERY ARRANGEMENT

This program has been developed to be delivered via Blended Delivery consists of face to face, RPL and gap training along with self-directed learning. RPL program is for the students who are already working in the relevant industry. If the student is not working, h/she need to complete all units in face to face mode.

All units are to be delivered via blended mode of delivery which consists of class room-based face to face training and assessment. Please note that classes may be conducted at the training premises arranged by SIA or as negotiated between the SIA and the student.

After the enrolment process is complete and the students meet the entry requirements, the students are provided with the training plan along with the learning resources.

Self-Directed Learning (SDL): In case of gap training is identified, SDL hours is time allocated to each unit that the students are expected to spend, on the top of training and assessment hours, to achieve the learning outcome of the unit of competency. This may constitute undertaking self-studies, research, attempting assessment tasks at home.

Holidays: Any holidays periods will be announced as per the public holidays periods and will be adjusted in the training plan.

The students must have the following skills and resources to complete the course successfully:

- basic computer skills
- access to a computer
- Internet
- Email account or phone to contact trainer/assessor to discuss the assessments.

Helping material and resources will also be provided to the students in addition to the other resources, a few of which are mentioned below but are not limited to:

- Assessment workbook/RPL kit
- Student guide
- Access to appropriate documentation and resources from trainer/assessor.
- Access to a range of workplace documentation and personnel, information and resources will be made available on request with the supervisor.

In case of Gap training for RPL, once all tasks have been completed, the file(s) containing answers to assessment workbook tasks should be submitted to the trainer/assessor and the assessor will give the detailed feedback.

Rules of evidence

There are four rules of evidence that guide the collection of evidence. The student's work must demonstrate the rule of evidence e.g.

- **Valid** – The assessment task must cover the required skills and knowledge
- **Sufficient** – it must be enough to satisfy the competency
- **Current** – skills and knowledge must be up to date
- **Authentic** – it must be the student's own work and supporting documents must be genuine.

Principles of Assessment

The four principles of assessment are followed in assessment of each student's evidence of competence. The four principles are:

- Validity
- Reliability
- Flexibility
- Fairness

Validity:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a student could establish these skills and knowledge in other similar situations; and
- Judgment of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability: Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Fairness: The individual student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by the SIA to take into account the individual student's needs. SIA informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility: Assessment is flexible to the individual student by:

- reflecting the student's needs;
- assessing competencies held by the student no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Competency/Submission Details and Instructions

For you to achieve competency in this unit, you are required to complete the following tasks and submit according to your proposed training plan, or the date specified by Trainer/assessor in particular cases (please see Access and Equity Policy and Procedure). The student instructions for each task have been mentioned before the start of each task. You must achieve satisfactory ratings on all tasks

Within the context of these assessment tasks for role playing activities / presentations / demonstrations, the assessor may fill in the role of client, manager or supervisor, as applicable.

- At each submission of your assessment, the student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.
- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.
- If you are unsure of the requirements of a question, activity or project – please contact your trainer/assessor, at given contact details in the beginning of this document, for clarification. Reasonable adjustment options are available however this must be arranged in coordination with the Training Department prior to assessment.
- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.
- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks.
- Written questions require in-depth responses and answers must comply with the instructions provided.
- At the time of submission of workbook or individual unit, ask for Receipt from SIA staff. Keep it safe for your record and future references.

Understanding the assessment grading system

Assessments for qualifications are competency based, which means students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: the student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: the student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent © result: Once a student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register www.training.gov.au), C outcome will be awarded for the entire unit.

- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

Feedback and Review

The student will receive written feedback from a trainer/assessor, clearly outlining why the student's submitted work does not demonstrate the understanding of competency standards in the task and where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

Re-assessment

If the result of your Unit Assessment is "Not yet Competent (NYC)", you will be given an opportunity for re-assessment. Each student has three (3) attempts to achieve a competent outcome, including two re-submission attempts. You will only work on the component(s) of the Task(s) that were marked "Not Satisfactory". The re-assessment must be completed within 14 days of assessment feedback given to you by your trainer/assessor. Please note that SIA will provide two (2) chance for re-assessment at no cost.

If you are not able to achieve competency with these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

In case of practical tasks like role-playing, student has to redo the task by arranging the time and date with trainer/assessor.

Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else's ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your Trainer/assessor and refer to the SIA Student Handbook. In case you need further information about plagiarism and collusion, please ask SIA staff to provide you with the copy of plagiarism and collusion policy and procedure. Alternatively, you may refer to the website. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Submitting assessments copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

Referencing your work

The students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else's information or work. SIA encourages its students to use APA 6th referencing Style. You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information or visit <https://www.refme.com/au/referencing-generator/apa/> for APA style references generation. You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:

- In-text reference – a reference to a source of information placed within the body of the work.
- The reference list – a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism. For more information on plagiarism and referencing, refer to the Student Handbook.

Appealing a decision

Where a student disagrees with a decision made by SIA Trainer/assessor regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the SIA complaints and appeals process given in *Complaints and Appeals Policy and Procedure*, as you have the right to appeal the outcome. More information about this process can be found in the Student Handbook or can be obtained from the Student Support Officials.

Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the policies and procedures of SIA. This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one
- Provision of extra time
- Use of adaptive technology

The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

Qualification details

To attain the BSB51918 - Diploma of Leadership and Management, you need to accomplish the following 12 units. SIA offers the following 12 units to its students to complete which helps them to achieve their learning outcome. They are awarded with the qualification BSB51918 - Diploma of Leadership and Management, after successful completion of these units. Details regarding Elements and Performance Criteria, Required Skills and Knowledge, evidence guide and other information about the unit of competency can be downloaded from the links in the following table.

NOs	Unit code	Unit name	Core / Elective	Internet link to unit
1.	BSBADV507	Develop a media plan	Elective	https://training.gov.au/Training/Details/BSBDIV507
2.	BSBLDR502	Lead and manage effective workplace relationships	Core	https://training.gov.au/Training/Details/BSBLDR502
3.	BSBLDR511	Develop and use emotional intelligence	Core	https://training.gov.au/Training/Details/BSBLDR511
4.	BSBCUS501	Manage quality customer service	Elective	https://training.gov.au/Training/Details/BSBCUS501
5.	BSBR5K501	Manage risk	Elective	https://training.gov.au/Training/Details/BSBR5K501
6.	BSBWOR501	Manage personal work priorities and professional development	Elective	https://training.gov.au/Training/Details/BSBWOR501
7.	BSBPMG522	Undertake project work	Elective	https://training.gov.au/Training/Details/BSBPMG522
8.	BSBADM502	Manage meetings	Elective	https://training.gov.au/Training/Details/BSBADM502
9.	BSBSUS501 for sustainability	Develop workplace policy and procedures for sustainability	Elective	https://training.gov.au/Training/Details/BSBSUS501
10.	FNSACC513	Manage budgets and forecasts	Elective	https://training.gov.au/Training/Details/FNSACC513
11.	BSBMGT517	Manage operational plan	Core	https://training.gov.au/Training/Details/BSBMGT517
12.	BSBWOR502	Lead and manage team effectiveness	Core	https://training.gov.au/Training/Details/BSBWOR502

Required Resources

- Learner guides
- PPTs
- Access to appropriate documentation and resources.
- Access to role play persons and a simulated industry/office environment in case the simulated assessment is being conducted.
- Access to a range of simulated workplace documentation and information
- Access to supportive human resources
- Access to computers and printers
- Access to internet
- Access to the resources as mentioned in assessment conditions mentioned at the internet link to unit