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## Training and Assessment Strategy (TAS)

### BSB40120 Certificate IV in Business

## Table of Contents

Table of Contents	2
Course details	3
Units of Competency	5
Delivery and assessment overview	5
Training Materials	7
Training and Assessment Schedule	13

**Course details**

<b>Qualification code &amp; title</b>	BSB40120 Certificate IV in Business
<b>Description</b>	<p>This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.</p> <p>Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.</p> <p>Licensing/Regulatory Information</p> <p>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</p>
<b>Requirements</b>	<p>A total of 12 units required 6 Core units and 6 elective units are required for the award of the BSB40120 Certificate IV in Business. 2 elective units must be selected from Group A for the remaining 4 elective units:</p> <p>up to 4 units may be selected from Groups A – J</p> <p>Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link: <a href="https://training.gov.au/Training/Details/BSB40120">https://training.gov.au/Training/Details/BSB40120</a></p>
<b>Learner characteristics and target group</b>	<p>Target groups for the BSB40120 Certificate IV in Business are students who are:</p> <ul style="list-style-type: none"> <li>• Are seeking to pursue or further a career in Business</li> <li>• Seeking to enter a new industry sector</li> <li>• Are seeking a pathway to Diploma qualifications</li> </ul> <p>Characteristics of the target group are as follows:</p> <p>Students will usually be new entrants. However, credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.</p> <p>Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past.</p> <p>Many will speak English as a second language, although an entry level has been set to ensure students are able to complete course work.</p> <p>Students are expected to typically fall into the age range of 18 – 35 as people still establishing or changing careers.</p>
<b>Delivery mode</b>	This program is delivered in the classroom. Please note that in case of pandemic like COVID-19 and other, all training and assessment will be delivered online.
<b>Delivery site</b>	2 – 4 Marmaduke Street Burwood NSW 2134.
<b>Course duration</b>	This qualification will be delivered over 52 weeks, including 40 weeks of training and assessment spread over 4 terms of 10 weeks each and 12 weeks of holidays.

<b>Entry requirements</b>	<p>Sydney Metropolitan International College has the following entry requirements:</p> <p>International students must:</p> <ul style="list-style-type: none"> <li>• Be at least 18 years of age.</li> <li>• Participate in a course entry interview to determine suitability for the course and student needs.</li> <li>• Have an IELTS* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following: <ul style="list-style-type: none"> <li>○ Educated for 5 years in an English-speaking country; or</li> <li>○ Successful completion of an English Placement Test</li> </ul> </li> </ul> <p>*Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5.</p>
<b>Pathways</b>	<p>Potential employment options are in a range of Business related roles.</p> <p>Students who complete this course may wish to continue their education into a range of diploma qualifications such as the BSB50120 Diploma of Business.</p>
<b>Course credit</b>	<p>Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees, as well as the duration of the course.</p> <p>This process is outlined in Sydney Metropolitan International College Student Enrolment and Completion Policy and Associated Procedures and Training and Assessment Policy &amp; Associated Procedures.</p>

### Industry Consultation

The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.

Industry experts have been consulted in order to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comment on the industry skills required of trainers and assessors.

Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation register also records outcomes and actions.

### Continuous Improvement Approaches

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by Sydney Metropolitan International College as described in the Quality Assurance Policy and Associated Procedures and Training and Assessment Policy and Associated Procedures.

## Units of Competency

Code	Title	Core or Elective
BSBCRT411	Apply critical thinking to work practices	Core
BSBTEC404	Use digital technologies to collaborate in a work environment	Core
BSBTWK401	Build and maintain business relationships	Core
BSBWHS411	Implement and monitor WHS policies, procedures and programs	Core
BSBWRT411	Write complex documents	Core
BSBXCM401	Apply communication strategies in the workplace	Core
BSBPEF402	Develop personal work priorities	Elective A
BSBPEF502	Develop and use emotional intelligence	Elective A
BSBXCS401	Maintain security of digital devices	Elective G
BSBXCS402	Promote workplace cyber security awareness and best practices	Elective G
BSBXCS403	Contribute to cyber security threat assessments	Elective G
BSBXCS404	Contribute to cyber security risk management	Elective G

### Delivery and assessment overview

The qualification is delivered over 52 weeks comprising of:

- 4 terms of 10 weeks each (40 weeks total).
- Holiday breaks amounting to 12 weeks (as specified in the timetable)

Students are required to attend 20 hours of classroom training per week.

Homework is expected to be approximately 5 hours a week.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

The total amount of training provided being structured classroom sessions 560 hours. Time scheduled for assessment in class is 240 hours. Homework is unsupervised and may include research for assessments and general reading, as well as completion of the self-study activities is expected to be on average 5 hours a week, a total of 200 hours.

Total delivery and assessment hours therefore amount to 800 hours and the volume of learning (i.e. including unsupervised learning of homework) is 1,000 hours. A detailed breakdown of hours is provided in the Training and Assessment Schedule.

Sydney Metropolitan International College has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 0.5 – 2 years and 600 – 2400 hours. It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. Students also have existing study experience due to the entry requirements further allowing them to achieve the qualification in the duration indicated.

Where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.

Sydney Metropolitan International College operates a system of rolling enrolments meaning that students may commence at the beginning of any term. Students may enter the qualification after any unit, as there are no pre-requisites for any units. The Training and Assessment Schedule is shown in terms and this represents the scheduling of units on commencement. However, depending on when a student joins the course, the term number will vary.

### **Delivery arrangements**

A face to face training is employed for this qualification. All classroom-based training will take place at the Sydney Metropolitan International College training facility.

Homework amounts to 5 hours a week. Students are provided with access to self-study guide for completion of a range of activities. The estimated time to complete activities is documented in the guide for each unit.

Units of competency are delivered individually.

A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Sydney Metropolitan International College provides to students.

Students are provided with Student Guides that they will use in the classroom to develop their knowledge and understanding.

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

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

Sydney Metropolitan International College 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 a Business Administration role in the workplace.

### **Simulated training environment**

The simulated training environment is achieved by using equipment, tools, technology, workplace conditions, legislation, quality standards and approaches to work that match those currently employed in industry. For example, workplace plans (business/operational/ weekly), administration documentation, IT hardware and Microsoft office software applications, telephones, tables and chairs, policy and procedure manual.

Students understanding of the workplace and its requirements will be developed throughout the course.

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or videos.

Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.

During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.

### Facilities and Equipment

- Training rooms, including desks, chairs, whiteboard and overhead projector
- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.
- Business office equipment as included in the BSB equipment list.

In addition, all students who are undertaking the BSB40120 Certificate IV in Business must have the following resources while in class.

- A laptop that is installed with Microsoft Office or similar.

### Training Materials

Sydney Metropolitan International College has purchased and contextualised training and assessment resources from RTO Works, specifically their Business Works range, and has a complete set of training materials which includes trainer guides, student guides, PPTs and self-study guides for each unit.

### Assessment

#### Assessment Materials

Assessment materials comprise of:

- **Assessor Marking Guide and mapping** includes benchmark answers for each assessment, as well as checklists in which the assessor is to record their assessment decisions. Mapping to each unit is also provided.
- **Student Assessment Tasks:** There is one for each unit of competency that includes instructions to students about each of their assessments. It also includes an assessment plan where students can record the due dates of each task and an Assessment Task Cover Sheet that must be completed for each Assessment submission.
- **Other documents specific to the workplace simulation task requirements** are also included with the assessment tasks. These include document templates and simulated workplace policies and procedures and are described in the student and assessor instructions as relevant.

#### Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies, observations and short answer questions.

Assessment conditions will ensure a simulated workplace environment for classroom-based assessment.

**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 competing 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.



## Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The principles of assessment are:

- Validity
- Reliability
- Flexibility
- Fairness

The rules of evidence are:

- Authenticity
- Currency
- Sufficiency
- Validity

To ensure these principles and rules are followed, RTO:

- Requires students to submit assessment tasks with a signed Assessment Task Cover Sheet stating that the work is their own, thus ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are met, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions, ensuring Validity and Sufficiency. See also the section on Validation Plan in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course.
- Reliability is ensured by having clearly defined benchmarks and conducting regular validation of assessment evidence and systems.
- Flexibility is ensured by utilising a range of assessment methods and being able to make reasonable adjustments if required.
- Fairness is ensured through providing clear instructions to students in the Student Assessment Task booklet and making reasonable adjustments as required. Students are required to sign a Student Agreement regarding the assessment tasks for each assessment. Students may also appeal an assessment decision by following the Complaints and Appeals Policy.

## Support arrangements

Sydney Metropolitan International College provides learning and welfare support to ensure a supported and successful learning environment for all students. Support arrangements are detailed in the Student Support Policy and Associated Procedures and details of all student support services are included in the Student Handbook and provided to students at orientation. Students' course progress is monitored throughout the course as per our Course Progress and Attendance Policy and Associated Procedures.

### Trainers and assessors

Staff Name	Qualifications	Trainer (T) or Assessor (A)	Units being delivered (All or list specific)
See trainer matrix	See trainer matrix	T/A	All

### Validation plan

Sydney Metropolitan International College has a plan for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each unit or module on the RTO's scope of registration is validated at least once every five years, with at least 50% of all units or modules validated within the first three years of each five-year cycle.

The Validation Plan includes:

- When assessment validation will occur
- Which training products will be the focus of the validation
- Who will lead and participate in the validation activities

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.19, 1.10 & 1.11). Collectively, those involved in validation must have:

- Vocational competencies and current industry skills
- Current knowledge and skills in vocational teaching and learning
- The training and assessment qualification or assessor skill set

### Conducting validation

For each validation session, there will be a leader who will be assigned to lead the process.

In conducting validation, Sydney Metropolitan International College will validate a suitable sample size of assessments and will randomly select the student assessments to be validated in line with the guidance provided by ASQA's Fact Sheet on Conducting Validation.

Validation is conducted using a Validation Tool that guides the validation team through the process and records outcomes.

### Record keeping and improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to the RTO's training and assessment systems and practices.

Validation plans and outcomes are recorded in the Validation Plan and Validation Tool.

Refer to Training and Assessment Policy & Associated Procedures for more detail on validation arrangements.

### Academic Integrity

Sydney Metropolitan International College requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The Director of Studies and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Sydney Metropolitan International College has the following definitions for cheating, plagiarism and collusion.

**Cheating:** this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

**Plagiarism:** plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other people's work in submissions e.g., passages from books or websites, then reference should be made to the source.

**Collusion:** this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism or collusion has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct.

### 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 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.

### Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook.

Appeals will be dealt with following the Complaints and Appeals Procedure.

### Supporting Documents

Document Name	Used for
Training resources: <ul style="list-style-type: none"> <li>• Timetable</li> <li>• Trainer guide</li> </ul>	Training

<ul style="list-style-type: none"> <li>• Student guide</li> <li>• PowerPoints</li> <li>• Self-study guide</li> </ul>	
<p>Assessment tools:</p> <ul style="list-style-type: none"> <li>• Assessment Marking Guide (all units)</li> <li>• Assessment Mapping Guide</li> <li>• Student Assessment Tasks (all units)</li> <li>• Supporting resources</li> </ul>	Assessment
Industry Consultation Register	Industry consultation & trainer currency
Trainer & Assessor Files	Trainers & Assessors

**Training and Assessment Schedule****Term 1**

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 01	BSBCRT411 Apply critical thinking to work practices	Training as outlined in the trainer guide		20		5
Week 02		Training as outlined in the trainer guide		20		5
Week 03			Written questions and project-based assessments		20	5
Week 04	BSBTWK401 Build and maintain business relationship	Training as outlined in the trainer guide		20		5
Week 05	BSBTWK401 Build and maintain business relationship	Training as outlined in the trainer guide		20		5

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 06			Written questions and project-based assessments		20	5
Week 07	BSBWHS411 Implement and monitor WHS policies, procedures and programs	Training as outlined in the trainer guide		20		5
Week 08		Training as outlined in the trainer guide		20		5
Week 09		Training as outlined in the trainer guide		20		5
Week 10			Written questions and project-based assessments		20	5
Week 11	Term Break				Re-assessment if required	
Week 12	Term Break				Re-assessment if required	

**Term 2**

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 13	BSBXC401 Apply communication strategies in the workplace	Training as outlined in the trainer guide		20		5
Week 14		Training as outlined in the trainer guide		20		5
Week 15			Written questions and project-based assessments		20	5
Week 16	BSBTEC404 Use digital technologies to collaborate in a work environment	Training as outlined in the trainer guide		20		5
Week 17		Training as outlined in the trainer guide		20		5

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 18			Written questions and project-based assessments		20	5
Week 19	BSBPEF502 Develop and use emotional intelligence	Training as outlined in the trainer guide		20		5
Week 20		Training as outlined in the trainer guide		20		5
Week 21		Training as outlined in the trainer guide		20		5
Week 22			Written questions and project-based assessments		20	5
Week 23	Term Break				Re-assessment if required	
Week 24	Term Break				Re-assessment if required	



**Term 3**

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 25	BSBPEF402 Develop personal work priorities	Training as outlined in the trainer guide		20		5
Week 26		Training as outlined in the trainer guide		20		5
Week 27			Written questions and Project based assessments		20	5
Week 28	BSBXCS401 Maintain security of digital devices	Training as outlined in the trainer guide		20		5
Week 29		Training as outlined in the trainer guide		20		5

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 30			Project based assessments		20	5
Week 31	BSBWRT411 Write complex documents	Training as outlined in the trainer guide		20		5
Week 32		Training as outlined in the trainer guide		20		5
Week 33		Training as outlined in the trainer guide		20		5
Week 34			Written questions and Project based assessments		20	5
Week 35	Term Break				Re-assessment if required	
Week 36	Term Break				Re-assessment if required	

**Term 4**

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 37	BSBXCS403 Contribute to cyber security threat assessments	Training as outlined in the trainer guide		20		5
Week 38		Training as outlined in the trainer guide		20		5
Week 39			Written questions Project based assessments		20	5
Week 40	BSBXCS404 Contribute to cyber security risk management	Training as outlined in the trainer guide		20		5
Week 41		Training as outlined in the trainer guide		20		5
Week 42			Written questions Project based assessments		20	5
Week 43	BSBXCS402 Promote workplace cyber security awareness and best practices	Training as outlined in the trainer guide		20		5

Qualification	BSB40120 Certificate IV in Business			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 44		Training as outlined in the trainer guide		20		5
Week 45		Training as outlined in the trainer guide		20		5
Week 46			Written questions Project based assessments		20	5
Week 47	Term Break				Re-assessment if required	
Week 48	Term Break				Re-assessment if required	
Week 49	Term Break				Re-assessment if required	
Week 50	Term Break				Re-assessment if required	
Week 51	Term Break				Re-assessment if required	
Week 52	Term Break				Re-assessment if required	

**Note: Final term break includes term break as well as Christmas & New Year Holiday.**