

	<b>Program Pre-Enrolment Information &amp; Overview</b> TAE40110 – Certificate IV in Training and Assessment and BSB40212 – Certificate IV in Business	<b>VET Quality Framework</b> Standard 4 (Clause 4.1) Standard 5 (Clause 5.2)	
		<b>Form No:</b>	<b>DOC-RTO-24.16</b>

## TAE40110 – Certificate IV in Training and Assessment BSB40212 – Certificate IV in Business

### Course Information



<input checked="" type="checkbox"/>	<b>QUALIFICATION LEVEL:</b>	Certificate IV (AQF Level 4)
<input checked="" type="checkbox"/>	<b>TRAINING PACKAGES:</b>	TAE10 – Training and Education BSB07 – Business Services
<input checked="" type="checkbox"/>	<b>INDUSTRY STREAM/FIELD:</b>	Training and Education / Business
<input checked="" type="checkbox"/>	<b>COURSE DURATION:</b>	6 Months
<input checked="" type="checkbox"/>	<b>PRE-REQUISITES:</b>	Nil (Direct Entry)

The **Certificate IV in Training and Assessment (TAE40110)** is a nationally-recognised qualification that reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector. Achievement of this qualification or an equivalent by trainers and assessors is a requirement of Standards of the VET Quality Framework / Australian Quality Training Framework. This qualification, or the skill sets derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program. Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector.



Possible job titles and roles relevant to the TAE40110 – Certificate IV in Training and Assessment qualification include: enterprise trainer; enterprise assessor; Registered Training Organisation (RTO) trainer; RTO assessor; training adviser or training needs analyst; and vocational education teacher.

The **Certificate IV in Business (BSB40212)** is a nationally-recognised qualification suited to people in a supervisory, management or business or project management role (such as an Administrator or Project Officer). This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for others' output.

**Preferred pathways** for prospective learners entering this qualification include:

- BSB30112 Certificate III in Business or other relevant Certificate III qualification/s;  
OR
- With vocational experience assisting in a range of environments providing administrative or operational support to individuals and/or teams without a formal business qualification.



Examples of indicative job roles for candidates seeking entry based upon their vocational experience in business environments providing administrative or operational support include: Accounts Clerk; Customer Service Advisor; Clerk; E-business Practitioner; Legal Receptionist; Medical Receptionist; Office Administration Assistant; Student Services Officer; and Word Processing Operator. This breadth of expertise would equate to the competencies required to undertake this qualification.

## ENTRY REQUIREMENTS

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<b>Version:</b>	2.0	<b>Endorsed By:</b>	RTO CEO: DL
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**Prerequisite requirements**

There are no prerequisite requirements for individual units of competency.

**LEARNER ENROLMENT REQUIREMENTS**

To successfully complete this program, you MUST:



- Have access to a training and assessment environment in vocational education and training contexts;
- Facilitate group-based learning to a learner group;
- Have access to a fully-functional computer / smart device loaded with a web browser (e.g. Internet Explorer, Firefox) and appropriate software applications to read PDF files (e.g. Adobe), produce documents (e.g. Microsoft Word, PowerPoint), and analyse information and data (e.g. Excel); and
- Have access to a computer / smart device with reliable Internet Access; and
- Have a camera on your internet-enabled device; and
- Have a Skype account; and
- Have a current valid email account for online communication and support; and
- Have a telephone and current valid telephone number for learning and assessment communication, support and interviews; and
- Successfully complete all assessment tasks to the required published standard.

This program requires a significant amount of reading and writing.

You will need:

- **Language skills** at a level that enables you to:
  - **Training and Education:** consult, collaborate, cooperate and negotiate with a range of individuals and groups (including learners, peers, clients, organisational representatives) on a range of issues, tasks and projects; participate in and lead discussions; elicit information (e.g. client requirements, learner characteristics and needs); deliver engaging presentations and facilitate training sessions with a range of audiences (both group and individual) in a variety of contexts; conduct assessment; provide clear explanations, options and advice; give clear and precise instructions; provide and seek constructive feedback; build rapport, establish effective working relationships and communicate in a culturally appropriate manner with a range of people from diverse backgrounds and with diverse abilities; share information; engage and motivate learners
  - **Business:** provide clear information, instructions and feedback to others; and raise, present and address issues
- **Literacy skills** at a level that enables you to:
  - **Training and Education:** read, interpret, understand and use a range of complex written information and text (including learning programs and plans, assessment plans, enrolment records, pre-training assessments, learning theories, instructional design principles, legislation, organisational policies and procedures, Training Package components, VET Accredited Course information, Australian Core Skills Framework, VET Quality Framework, workplace documentation, and technical standards); develop, complete and maintain documentation (including training and assessment materials [e.g. programs, plans, resources, tools, records]); develop and organise learning content; and produce a range of documents in a variety of formats (e.g. training and assessment records, reports, presentations, learning and assessment plans) for a range of audiences and contexts
  - **Business:** read, interpret, communicate and apply a range of information and data (including legislation, regulations, codes of practice, guidance material, policies and procedures, workplace, compliance and other documents and materials, and performance data); record and report information; write reports and other business documents for a variety of audiences; and make improvement recommendations

**LEARNER ENROLMENT REQUIREMENTS (Continued)**

- **Numeracy skills** at a level that enables you to:

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- **Training and Education:** interpret and compare numerical information and data, including measurements; allocate, monitor and evaluate timeframes (e.g. time allocations in learning programs); and work with technical workplace information (e.g. equipment specifications, productivity standards, performance specifications)
- **Business:** plan and manage time, resources and budgets; read and understand workplace figures, statistics and measurements; collect, calculate and analyse workplace data (including performance results); and solve routine workplace and operational problems
- **Technology skills** at a level that enables you to conduct online research using a web browser (e.g. Internet Explorer, Firefox); to operate equipment; and to use a variety of software applications to send e-mails with attachments, read files (e.g. Adobe), produce documents (e.g. Microsoft Word, PowerPoint), analyse information and data (e.g. Excel), and complete work tasks, design work processes, and communicate effectively with others
- **Research Skills** at a level that enables you to:
  - **Training and Education:** access, analyse and use a range of resources for training and assessment purposes (including Units of Competency, assessment tools, training and assessment materials, and policies and procedures (e.g. RPL, assessment)); determine and analyse learner characteristics and needs; and analyse and interpret Training Package and VET Accredited Course content to meet client needs
  - **Business:** research information and data from a variety of sources.

## COURSE OVERVIEW

This qualification requires completion of **seventeen (17) units of competency**, comprising eight (8) core units and nine (9) elective units, clustered as follows:

Cluster	Unit of Competency	
1	Designing Learning	• TAEDES401A – Design and Develop Learning Programs
		• TAEDES402A – Use Training Packages and Accredited Courses to Meet Client Needs
2	Delivering Training	• TAEDEL301A – Provide Work Skill Instruction
		• TAEDEL401A – Plan, Deliver & Organise Group-Based Learning
		• TAEDEL402A – Plan, Deliver & Organise Learning in the Workplace
		• BSBCMM401A – Make a Presentation
3	Assessing Competence	• TAEASS401B – Plan Assessment Activities & Processes
		• TAEASS402B – Assess Competence
		• TAEASS403B – Participate in Assessment Validation
4	Addressing LLN Skills	• TAE LLN411 – Address Adult Language Literacy & Numeracy Skills
5	Operations Management	• BSBMGT402A – Implement Operational Plan
		• BSBWHS401A – Implement and Monitor WHS Policies, Procedures and Programs to Meet Legislative Requirements
		• BSBRSK401A – Identify Risk and Apply Risk Management Processes
6	Leadership and Team Effectiveness	• BSBMGT401A – Show Leadership in the Workplace
		• BSBWOR402A – Promote Team Effectiveness
7	Meeting Administration	• BSBADM405B – Organise Meetings
		• BSBWRT401A – Write Complex Documents

Full details of the units of competency comprising the **Studywell College** program are tabled at the end of this overview.

## MODE OF DELIVERY

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This program is **delivered completely online** via access to a dedicated Learning Management System, allowing you total control over the time, timing, place and pace at which you study and complete the assessment tasks and activities. You can enrol in and commence the qualification at any time, with **six (6) months from date of enrolment to complete the qualification**. We envisage that it will take you on average 40 – 45 hours to complete a unit of competency, though depending on your existing skill and knowledge levels, and/or prior experience, this timeframe may be reduced. As a competency-based program, you may complete the qualification in a shorter period of time.

## LEARNING SUPPORT

Whilst you retain full control over your program pace and progress, you always have access to a dedicated Trainer/Assessor and other support personnel to provide one-on-one tailored support at all stages of your learning journey with **Studywell College** – from program induction through to qualification completion.

Let us know at any stage if you need any learning or language, literacy and numeracy assistance whatsoever to help you complete your program. We are here to support you in succeeding. Please contact us for Language, Literacy & Numeracy, and/or other Learning support by: Phone on 1300 026 163; or Email at [info@studywellcollege.edu.au](mailto:info@studywellcollege.edu.au)

## ASSESSMENT

Upon enrolment, you will negotiate Assessment Plans to gather and submit sufficient original evidence to enable your Trainer/Assessor to make assessment decisions in respect of your enrolled competencies. You will be provided via the Learning Management System with detailed assessment task specifications and activities specific to the relevant unit of competency. By way of example, you may be required to:

- Complete competency-based projects and/or develop portfolios of evidence;
- Respond to case studies and scenarios;
- Answer knowledge-based questions (in multiple choice and/or short answer formats);
- Provide a report from a person with relevant experience and knowledge of your skills and performance levels (the likes of a Direct Supervisor or Manager);
- Participate in interviews with your assessor.

Typically, you will submit your evidence via the Learning Management System for evaluation by your dedicated Trainer/Assessor, who will continue to maintain contact with you during the assessment decision-making process.

## RECOGNITION OF PRIOR LEARNING (RPL)

If you believe you have competence in any of the units of competency within the qualification, you can enrol in our Rapid RPL program. Rapid RPL is a product designed for candidates who want their qualifications fast and have current evidence collected over the past three (3) years that demonstrate the required skills and knowledge of each unit of competency within the qualification. Talk to our sales team to enrol in the Rapid RPL program.

If you do not have evidence for a full RPL we can assist with a Rapid RPL Upgrade where you undergo partial RPL assessment and complete the required courseware. Talk to our sales team about upgrading to the Rapid RPL Upgrade program.



## CREDIT TRANSFER

Under the Credit Transfer system, you may also be granted exemption for units of competency or modules you have previously completed and can substantiate through production of Australian Qualifications Framework (AQF) Certification Documentation issued by any other Registered Training Organisation (RTO) or AQF authorised issuing organisation. As part of the application process, you must submit:

- Certified copies of the AQF Certification Documentation in respect of which you seek credit or authenticated VET transcript/s issued by the Student Identifiers Registrar; and
- In the case of AQF Certification Documentation issued by an AQF Authorised Issuing Organisation other than an RTO (e.g. University), full specifications of the content and learning outcomes of each unit or module successfully completed; and
- Evidence verifying the currency of competencies for which you seek credit.

## EMPLOYABILITY SKILLS

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This program contains employability skills. The following table contains a summary of the employability skills required by industry for this qualification:

Employability Skill	Industry/Enterprise Requirements for this Qualification include:
Communication	<b>Training and Assessment:</b> <ul style="list-style-type: none"> <li>Interpreting client needs and writing to these</li> <li>Using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents</li> <li>Writing hazard and incident reports</li> <li>Using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others</li> <li>Mentoring, coaching and tutoring techniques</li> </ul>
	<b>Business:</b> <ul style="list-style-type: none"> <li>Communicating with business contacts and team members to promote products and services, give and receive feedback, and negotiate effectively to address conflicts</li> <li>Reading, interpreting, writing and presenting reports</li> </ul>
Teamwork	<b>Training and Assessment:</b> <ul style="list-style-type: none"> <li>Working with colleagues to compare, review, and evaluate assessment processes and outcomes</li> <li>Actively participating in assessment validation sessions</li> <li>Managing work relationships and seeking feedback from colleagues and clients on professional performance</li> <li>Developing and evaluating with others learning programs customised for individual or group needs</li> </ul>
	<b>Business:</b> <ul style="list-style-type: none"> <li>Supporting team members in developing skills and knowledge relating to products and services</li> <li>Working within own role to support team activities</li> </ul>
Problem-solving	<b>Training and Assessment:</b> <ul style="list-style-type: none"> <li>Identifying hazards and assessing risks in the learning environment</li> <li>Using time-management skills in designing learning programs</li> <li>Calculating costs of programs and logistics of delivery, and accessing appropriate resources</li> <li>Generating a range of options to meet client needs</li> </ul>
	<b>Business:</b> <ul style="list-style-type: none"> <li>Finding, analysing and interpreting data which may be incomplete or have discrepancies</li> <li>Making decisions to complete tasks in a time efficient manner</li> </ul>
Initiative and enterprise	<b>Training and Assessment:</b> <ul style="list-style-type: none"> <li>Interpreting the learning environment and selecting delivery approaches which motivate and engage learners</li> <li>Monitoring and improving work practices to enhance inclusivity and learning</li> <li>Being creative to meet clients' training needs</li> <li>Applying design skills to develop innovative and flexible cost-effective programs</li> </ul>
	<b>Business:</b> <ul style="list-style-type: none"> <li>Contributing to strategic direction of enterprise</li> <li>Identifying learning opportunities to improve work practices</li> </ul>
Planning and organising	<b>Training and Assessment:</b> <ul style="list-style-type: none"> <li>Researching, reading, analysing and interpreting workplace specifications</li> <li>Planning, prioritising and organising workflow</li> <li>Interpreting collected evidence and making judgements of competency</li> </ul>

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Employability Skill	Industry/Enterprise Requirements for this Qualification include:
	<ul style="list-style-type: none"> <li>Documenting action plans and hazard reports</li> <li>Working with clients in developing personal or group learning programs</li> <li>Organising the human, physical and material resources required for learning and assessment</li> </ul> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>Organising information relating to products and/or services into databases</li> <li>Organising resources, equipment and time lines</li> <li>Planning for contingencies</li> </ul>
Self-management	<p><b>Training and Assessment:</b></p> <ul style="list-style-type: none"> <li>Working within policy and organisational frameworks</li> <li>Managing work and work relationships</li> <li>Adhering to ethical and legal responsibilities</li> <li>Taking personal responsibility in the planning, delivery and review of training</li> <li>Being a role model for inclusiveness and demonstrating professionalism</li> <li>Examining personal perceptions and attitudes</li> </ul> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>Evaluating own performance and identifying areas for improvement</li> <li>Managing time to independently complete tasks</li> </ul>
Learning	<p><b>Training and Assessment:</b></p> <ul style="list-style-type: none"> <li>Undertaking self-evaluation and reflection practices</li> <li>Researching information and accessing policies and frameworks to maintain currency of skills and knowledge</li> <li>Promoting a culture of learning in the workplace</li> <li>Seeking feedback from colleagues</li> <li>Facilitating individual, group-based and work-based learning</li> </ul> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>Participating in professional networks and associations to obtain and maintain knowledge and skills</li> </ul>
Technology	<p><b>Training and Assessment:</b></p> <ul style="list-style-type: none"> <li>Using technology to enhance outcomes, including online delivery and research using the internet</li> <li>Using student information management systems to record assessments</li> <li>Identifying and organising technology and equipment needs prior to training</li> <li>Using a range of software, including presentation packages</li> </ul> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>Using business technology such as the internet and mobile phones to communicate with other people</li> <li>Using business technology to collect, analyse and provide information.</li> </ul>

## ENROLMENTS

For further information or enrolments, please contact:

### Studywell College

Phone: 1300 026 163

E-mail: [info@studywellcollege.edu.au](mailto:info@studywellcollege.edu.au)

## Course Overview

Unit Code	Unit Title	Core / Elective (per Package)	Nominal Hours	Unit Descriptor & Elements
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Unit Code	Unit Title	Core / Elective (per Package)	Nominal Hours	Unit Descriptor & Elements
TAEASS401B	Plan Assessment Activities & Processes	CORE (TAE40110)	20	This unit describes the skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system: <ol style="list-style-type: none"> <li>Determine assessment approach</li> <li>Prepare the assessment plan</li> <li>Develop assessment instruments.</li> </ol>
TAEASS402B	Assess Competence	CORE (TAE40110)	15	This unit describes the skills and knowledge required to develop and maintain an assessment plan and gather quality evidence to assess the competence of a candidate: <ol style="list-style-type: none"> <li>Prepare for assessment</li> <li>Gather quality evidence</li> <li>Support the candidate</li> <li>Make the assessment decision</li> <li>Record and report the assessment decision</li> <li>Review the assessment process.</li> </ol>
TAEASS403B	Participate in Assessment Validation	CORE (TAE40110)	20	This unit describes the skills and knowledge required to participate in an assessment validation process: <ol style="list-style-type: none"> <li>Prepare for validation</li> <li>Contribute to validation process</li> <li>Contribute to validation outcomes.</li> </ol>
TAEDEL401A	Plan, Deliver & Organise Group-Based Learning	CORE (TAE40110)	30	This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group: <ol style="list-style-type: none"> <li>Interpret learning environment and delivery requirements</li> <li>Prepare session plans</li> <li>Prepare resources for delivery</li> <li>Deliver and facilitate training sessions</li> <li>Support and monitor learning.</li> </ol>
TAEDEL402A	Plan, Deliver & Organise Learning in the Workplace	CORE (TAE40110)	25	This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace: <ol style="list-style-type: none"> <li>Establish effective work environment for learning</li> <li>Develop a work-based learning pathway</li> <li>Establish the learning-facilitation relationship</li> <li>Implement work-based learning pathway</li> <li>Maintain and develop the learning / facilitation relationship</li> <li>Close and evaluate the learning / facilitation relationship</li> <li>Monitor and review the effectiveness of the work-based learning pathway.</li> </ol>
TAEDES401A	Design and Develop Learning Programs	CORE (TAE40110)	50	This unit describes the skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness: <ol style="list-style-type: none"> <li>Define parameters of the learning program</li> <li>Work within the VET policy framework</li> <li>Develop program content</li> <li>Design structure of the learning program.</li> </ol>
TAEDES402A	Use Training Packages and Accredited Courses to Meet Client Needs	CORE (TAE40110)	25	This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs: <ol style="list-style-type: none"> <li>Select appropriate training package or accredited course</li> <li>Analyse and interpret the qualifications framework</li> <li>Analyse and interpret units of competency and accredited modules</li> <li>Contextualise units and modules for client applications</li> <li>Analyse and interpret assessment information.</li> </ol>
BSBWHS401A	Implement and Monitor WHS Policies, Procedures and Programs to Meet Legislative Requirements	CORE (BSB40212)	50	This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's Work health and safety (WHS) policies, procedures and programs in the relevant work area to meet legislative requirements. <ol style="list-style-type: none"> <li>Provide information to the workgroup about WHS policies and procedures</li> <li>Implement and monitor participation arrangements for the managing WHS</li> <li>Implement and monitor organisational procedures for providing WHS training</li> <li>Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks</li> <li>Implement and monitor organisational procedures for maintaining WHS records for the team.</li> </ol>
TAELLN411	Address Adult Language Literacy and Numeracy Skills	ELECTIVE (TAE40110)	30	This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group: <ol style="list-style-type: none"> <li>Analyse LLN requirements</li> <li>Select and use resources and strategies to address LLN skill requirements</li> <li>Use specialist LLN support where required</li> <li>Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements.</li> </ol>

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Unit Code	Unit Title	Core / Elective (per Package)	Nominal Hours	Unit Descriptor & Elements
TAEDEL301A	Provide Work Skill Instruction	ELECTIVE (TAE40110 & BSB40212)	40	This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment: 1. Organise instruction and demonstration 2. Conduct instruction and demonstration 3. Check training performance 4. Review personal training performance and finalise documentation.
BSBCMM401A	Make a Presentation	ELECTIVE (TAE40110 & BSB40212)	30	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience: 1. Prepare a presentation 2. Deliver a presentation 3. Review the presentation.
BSBMGT402A	Implement Operational Plan	ELECTIVE (BSB40212)	40	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required. 1. Implement operational plan 2. Implement resource acquisition 3. Monitor operational performance.
BSBRISK401A	Identify Risk and Apply Risk Management Processes	ELECTIVE (BSB40212)	50	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation. 1. Identify risks 2. Analyse and evaluate risks 3. Treat risks 4. Monitor and review effectiveness of risk treatment/s.
BSBMGT401A	Show Leadership in the Workplace	ELECTIVE (BSB40212)	50	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement. 1. Model high standards of management performance and behaviour 2. Enhance organisation's image 3. Make informed decisions.
BSBWOR402A	Promote Team Effectiveness	ELECTIVE (BSB40212)	50	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. 1. Plan to achieve team outcomes 2. Develop team cohesion 3. Participate in and facilitate work team 4. Liaise with management.
BSBADM405B	Organise Meetings	ELECTIVE (BSB40212)	20	This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation. 1. Make meeting arrangements 2. Prepare documentation for meetings 3. Record and produce minutes of meeting
BSBWRT401A	Write Complex Documents	ELECTIVE (BSB40212)	50	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. 1. Plan documents; 2. Draft text; 3. Prepare final text; 4. Produce document.

Studywell College reserves the right to amend course structure and subject content to meet changing industry demands.

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