TRAINING AND ASSESSMENT STRATEGY

Name of RTO	Binnacle Training College Pty Ltd
RTO Number	31319

Binnacle Program	2026 Certificate III in Business (7 Terms)
Training Product	BSB30120 Certificate III in Business
Training Package	**Code** BSB **Title** Business Services

PACKAGING RULES:

BSB30120 CERTIFICATE III IN BUSINESS

<u>13 units must be completed</u>, as follows:

- 6 core units; plus 7 elective units, of which:
  - ▪ 2 elective units must be selected from Group A
  - ▪ 1 elective unit must be selected from Group B
  - ▪ For the remaining 4 elective units:
    - Up to 4 units may be selected from Groups A-G.
    - If not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.
  - ▪ Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

<u>2 optional additional units may also be completed</u>

Training Package Location	**Training Package Code & Release #** BSB 8.1	**Release Date** 03/07/2025

Go to details of certificate packaging rules on TGA:
https://training.gov.au/Training/Details/BSB30120

Download Training Package from TGA:
http://training.gov.au/Training/Details/BSB

Download Companion Volume implementation guide:
Business Services Training Package – Companion Volumes

1	**Code:** BSB30120 **Title:** Certificate III in Business **Qualification Release #:** 2 **Release Date:** 25/01/2022

UNIT CODE	UNIT TITLE	BSB30120 Certificate III in Business	Scheduled for Finalisation	Qualified Trainer and Assessor	Evidence Gathering Techniques
BSBTEC201	Use business software applications	Imported Elective	Term 2	Teacher (T-P)	A, C, D
BSBTEC203	Research using the internet	Imported Elective	Term 2	Teacher (T-P)	A, C, D
BSBWHS311	Assist with maintaining workplace safety	Core	Term 2	Teacher (T-P)	A, B, C, D
BSBSUS211	Participate in sustainable work practices	Core	Term 2	Teacher (T-P)	A, B, C, D
BSBPEF201	Support personal wellbeing in the workplace	Core	Term 4	Teacher (T-P)	A, C, D
BSBTWK301	Use inclusive work practices	Core	Term 4	Teacher (T-P)	A, C, D
BSBXCM301	Engage in workplace communication	Core	Term 4	Teacher (T-P)	A, C, D
FNSFLT311	Develop and apply knowledge of personal finances	Imported Elective	Term 5	Teacher (T-P)	A, B, C, D
BSBXTW301	Work in a team	Listed Elective (C)	Term 6	Teacher (T-P)	A, C, D
BSBCRT311	Apply critical thinking skills in a team environment	Core	Term 6	Teacher (T-P)	A, C, D
BSBPEF301	Organise personal work priorities	Listed Elective (B)	Term 6	Teacher (T-P)	A, B, C, D
BSBTEC301	Design and produce business documents	Listed Elective (A)	Term 7	Teacher (T-P)	A, C, D
BSBWRT311	Write simple documents	Listed Elective (A)	Term 7	Teacher (T-P)	A, C, D
BSBWHS211	Contribute to the health and safety of self and others	Additional units which will be reported on the Statement of Attainment	Term 2	Teacher (T-P)	A, C, D
BSBOPS201	Work effectively in business environments		Term 3	Teacher (T-P)	A, C, D
BSBTWK201	Work effectively with others		Term 3	Teacher (T-P)	A, C, D
BSBPEF202	Plan and apply time management		Term 3	Teacher (T-P)	A, C, D
BSBCMM211	Apply communication skills		Term 4	Teacher (T-P)	A, C, D

OPTIONAL ADDITIONAL ELECTIVE UNITS OF COMPETENCY - COMPLETED IN TERM 7 OF THE COURSE

UNIT CODE	UNIT TITLE	BSB30120 Certificate III in Business	Scheduled for Finalisation	Qualified Trainer and Assessor	Evidence Gathering Techniques
BSBCMM411	Make presentations	Imported Elective	Term 7	Teacher (T-P)	A, C, D
BSBPEF402	Develop personal work priorities	Imported Elective	Term 7	Teacher (T-P)	A, C, D

TRAINING ARRANGEMENTS (ALL UNITS)	EVIDENCE GATHERING TECHNIQUES	EVIDENCE KEY	
Sole trainer and assessor (Teacher facilitated face-to-face delivery) – under the support of the Binnacle Program Management (PM) Team.	The following matrix identifies the type of evidence that may be collected to enable judgements to be made about a student's success in units of competency. Evidence gathering techniques may be adjusted to best suit the unit of competency requirements. Students may submit evidence to gain RPL for competencies.	**A**	Quiz and short answer
		B	Case studies and scenarios
		C	Project tasks

		D	Practical Observations

Binnacle-School Third-Party Arrangement	This Binnacle Training Program is delivered via a third-party arrangement with individual schools.
	
	Binnacle Training (Lead RTO) – Responsibilities:
	    ▪ Provision of all requisite training and assessment resources, plus online learning – via Learning Management System (Binnacle Lounge).
	    ▪ Ongoing program support, including dedicated Program Manager and Administration Officer.
	    ▪ Outcomes of training and assessment.
	
	School (Third-Party) Responsibilities:
	    ▪ Human Resources (Program Deliverer and at least one nominated back-up deliverer)
	    ▪ Physical Resources (equipment and facilities)
	    ▪ Facilitation of training and assessment services, on behalf of Binnacle Training as the RTO.
	
	School and cohort-specific information will be collected, and approved via Third-Party Monitoring Processes conducted by Binnacle Training.

Target Group	This program is offered to senior high school students (commencing in Year 10 or Year 11) wanting to:
	    ● seek skills and an entry-level qualification for the Business Services and interrelated industries; and
	    ● use the qualifications as an articulation into:
	        – a higher certification (e.g. Certificate IV in/ Diploma of Business); or
	        – University (e.g. Bachelor of Business).
	
	<u>QLD SCHOOLS</u>
	Upon successful completion of BSB30120 Certificate III in Business, students are certified with a maximum 8 Queensland Certificate of Education (QCE) credits.

Entry Requirements	There are no formal training package entry requirements for this qualification.

Learning and Assessment Arrangements	**<u>DURATION</u>**
	
	The program content has been packaged into <u>7 terms</u> [based on delivery across **one line on the timetable (minimum 3 lessons per week, i.e. 210 minutes per week) over 2 years**]. This is consistent with the AQF volume of learning guidelines and can be adjusted depending on the learner cohort and individual students.
	
	A blended-delivery model will be used whereby students will have access to:
	    ● Trainer-led classroom delivery of content.
	    ● Self-directed learning modules.
	    ● Practical skill development reflective of workplace tasks.
	    ● Online modules that house learning content (within the Binnacle Lounge).
	    ● Assessment activities to be completed online within the Binnacle Lounge.
	    ● Assessment activities and projects to be completed in the classroom and/or student-led environment.
	    ● Participation in an Industry Discovery – at a Business-related workplace (recommended, however, not compulsory)
	
	This program uses single unit and clustered unit assessment.
	
	Assessment and training will be conducted at the school. Assessment methodologies will vary according to specific requirements of the Units of Competency. A range of methods will be used, including:
	    ● Knowledge quizzes, short answer questions and other project/case study reports.
	    ● Skills demonstrations, reports, documents, observations.
	    ● Simulated assessment environment (Business-related industry) – located at the school - for demonstration of skills (practical observations).

Under supervision, students will undertake projects, and plan and deliver a range of services and events to members of the school community (students, teachers, and staff). Some of these projects may involve an 'outside subject timetable' commitment on behalf of the students and the deliverer (supervision).

There is also an element of self-study (formative activities scheduled for students to undertake outside of class time). These activities are used by students to enhance their understanding of the content and are undertaken prior to assessment for that particular module or topic of study.

Additional practical experience is undertaken by students across the program. Note while strongly recommended, 'Industry Discovery' is not mandatory.

Learning and Assessment Arrangements	**ORGANISATION** The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of services and events to customers within the school community (students, teachers and staff). A range of teaching and learning strategies will be used to deliver the competencies. These include: ● Practical tasks ● Range of hands-on activities including customer interactions ● Group work ● Projects within the school (minimum of one different project per school term) ● Practical experience within the school and outside of the school Evidence contributing towards each competency will be collected throughout the program. This evidence will be used to make judgements of competency that are aligned with, and reflect, the requirements of each unit of competency.

Learning and Assessment Arrangements	**LANGUAGE, LITERACY, NUMERACY AND DIGITAL LITERACY ASSISTANCE** Support is available to all students and can be organised - through the deliverer - on a case-by-case and as needed basis throughout the program. 'Reasonable adjustment' is offered for most assessment items. This is indicated in the assessment table at the top of each assessment and are allocated based on the unit of competency requirements.

Learning and Assessment Arrangements	**OPPORTUNITY FOR RPL AND CREDIT TRANSFER** **Recognition of Prior Learning (RPL)** is an assessment process that evaluates an individual's informal learning to determine the extent to which that individual has achieved the required competency outcomes. **Credit Transfer** is applying credit for a unit of competency that has previously been completed (successfully) by a student. Credit Transfer is offered both at enrolment and throughout the training program. A verified copy of the student's Qualification and/or Statement of Attainment listing the units of competency that have previously been completed is required as evidence for Credit Transfer. Both RPL and Credit Transfer are available to students. Due to students being of high school age, usually with limited prior qualifications or work history, students typically undergo a train-to-assess pathway. An RPL assessment pathway will require verifiable evidence of a student's prior learning (e.g. Statement of Attainment for previously completed superseded units).

Learning and Assessment Arrangements	**COURSE STRUCTURE**	
	TERM 1	Topics: ● Introduction to the Business Services industry ● Introduction to Entrepreneurship and Business ● Introduction to Personal Finances Projects:

		• Research Business Topics
	TERM 2	Topics: • Research Topics and Create a Group Presentation • Workplace Health and Safety • Sustainable Work Practices Projects: • Group Presentation • WHS Processes at the 'Go! Regional' Travel Expo
	TERM 3	Topics: • Working in a Business Environment • Time Management Projects: • Developing Teamwork in the Workplace
	TERM 4	Topics: • Inclusive Work Practices • Workplace Communication Projects: • Inclusivity and Communication in the Workplace

Learning and Assessment Arrangements	**TERM 5**	Topics: • Develop and Apply Knowledge of Personal Finances Projects: • Personal Budget for the Future
	TERM 6	Topics: • Work in a Team • Critical Thinking Skills Projects: • Critical Thinking at Go! Travel
	TERM 7 PART 1	Topics: • Producing Simple Documents Projects: • Binnacle Boss - Business Proposal
	TERM 7 PART 2 OPTIONAL	Topics: • Designing and Producing Presentations Projects: • Deliver a Focus Group Presentation

Learning Resources	Students are provided with a full Course Content kit that is specific to each term of study which includes: • Unit Plan • Learner Companions • Learning Modules • Online Activities • Videos • Work templates and other work-related documents (e.g. policy manuals)

School Physical Resource Requirements	Students must have access to all physical resources (either individually or through resources supplied by the school). Refer to: School Physical Resource Requirements

Teacher Human Resource Requirements	Refer to: Teacher Human Resource Requirements Nominated trainer/s are listed against each unit of competency required to be completed in order for the student to achieve the qualification.

Pathways	This Program will be used predominantly by students seeking to enter the Business Services or interrelated industries (e.g. Tourism) and/or as an alternative entry into University. **QLD SCHOOLS:** Graduates may be able to use their Certificate III in Business to improve their chances of gaining tertiary entrance. Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/parents-carers/senior-secondary Students may also choose to continue their study by completing the Certificate IV in/Diploma of Business through another Registered Training Organisation.

LLND	A Language, Literacy, Numeracy and Digital Literacy (LLND) Screening process is undertaken prior to enrolment to provide students with course suitability advice. The ACSF (Australian Course Skills Framework) levels identified within the units of competency for this short course are: • Learning = 4 • Reading = 3 • Writing = 3 • Oral Communication = 3 • Numeracy = 2 The DLSF (Digital Literacy Skills Framework) outlines the digital literacy performance levels required to use digital technologies for personal, educational and employment goals.

AVETMISS Reporting	Students are enrolled in the relevant units of competency and the results are forwarded at the end of each term (as a minimum) to the Queensland Department of Trade, Employment and Training (DTET) indicating if competency has been attained or is continuing. Binnacle Program Management and Administration staff verify that accurate and up-to-date information is recorded. **QLD SCHOOLS:** Permission is provided to DTET for student results to be forwarded to the Queensland Curriculum & Assessment Authority (QCAA).