

Training and Assessment Strategy

BSB80120 – Graduate Diploma in Management
(Learning)



International
College
of
Victoria

RTO No. 22581 CRICOS Code: 03649A



TABLE OF CONTENTS

Course Details	5
Organisational Details	5
Training product Rational	Error! Bookmark not defined.
Training Product Purpose and Target Group	6
Delivery Mode, Duration and Location	7
Units of Competency	7
Entry Requirements	8
Other Requirements	9
Visa Condition (Overseas students only).....	9
Conducting Pre-Training Review	9
Language Literacy and Numeracy Requirements	10
Conducting LLN Assessment.....	Error! Bookmark not defined.
Licensing/Regulatory requirements	10
Pathways	10
Educational pathway	10
Expected Job Outcomes	Error! Bookmark not defined.
Exit Points	10
Student training plan.....	11
AQF Level.....	11
Amount of Training and Volume of Learning.....	12
Rationale (VOL).....	12
Definitions	12
Training Arrangements	13
Training Arrangements.....	13
Training Materials.....	14
Proposed GDip Training Timetable	15
Assessment Arrangements.....	21
In preparing the assessment activities:	21
Assessment Arrangements.....	21
Principles of Assessment and Rules of Evidence	22
Submission, feedback and re-assessment	22
Assessment appeals	23



BSB80120 – Graduate Diploma of Management (Learning)

Assessment Materials.....	23
Establishing the Assessment Context.....	23
Assessor Assessment Decision	23
Reasonable Adjustments.....	24
Academic and non – academic support	27
Academic support.....	27
Language, Literacy and Numeracy Support.....	27
Assessment centre and Non – Academic Support.....	28
Student engagement	29
Proposed Delivery Sequence and Assessment Methods.....	30
Facilities and Equipment	0
Physical Resources	0
Trainers and Assessors	0
Additional Requirements of Trainers and Assessors	0
Trainer must.....	0
Professional development	1
Industry engagement	2
Industry consultation.....	2
Training and Assessment consultation	2
consultation process and propsed schedule.....	2
Validation Arrangements	3
Pre- Assessment Validation	3
Assessment validation.....	4
Review (internal)	5
Post – Assesement (Judgement) validation	5
Recognition of Prior Learning.....	6
The RPL Process.....	6
Gap training.....	8
Record keeping.....	8
Policies	8
Course Progress.....	9
Student at risk	11
Study completion within expected timeframe.....	11

BSB80120 – Graduate Diploma of Management (Learning)

Visa Conditions (overseas students)	12
Access and Equity	12
Tuition Protection Service for Overseas Students	12
Continuous Improvement Approaches	13
Monitoring and Review of Training and Assessment strategy	14
Feedback	15
Transition	15
Endorsement	16

COURSE DETAILS	
Course/ Qual Code	BSB80120
Course/ Qual Name	Graduate Diploma of Management (Learning)
Qualification Packaging Rules	<p>Total number of units = 8</p> <p>3 core units plus</p> <p>5 elective units, of which:</p> <p>3 elective units must be selected from the elective units.</p> <p>for the remaining 2 elective units:</p> <p>up to 2 units may be selected from the elective units.</p> <p>if not listed, up to 2 units may be selected from an Advanced Diploma, Graduate Certificate or Graduate Diploma from this or any other currently endorsed Training Package qualification or accredited course.</p> <p>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</p>
Qualification release	Release 1, 19 Oct. 2020
Training package release	Release 7.2, 23rd July 2021
ORGANISATIONAL DETAILS	
RTO Name	Victorian Education Group Pty Ltd T/A International College of Victoria
ABN Number	47159302682
CRICOS Number	03649A
Address:	Level 4, 310 King Street, Melbourne 3000
Contact Person	GOPAL POKHAREL
Contact Position	CEO
Phone	0399421836

TRAINING PRODUCT PURPOSE AND TARGET GROUP	
Purpose	<p>This qualification reflects the role of individuals who apply highly specialised knowledge and skills in the field of organizational learning and capability development. Individuals in these roles generate and evaluate complex ideas. They also initiate, design and execute major learning and development functions within an organization. Typically, they would have full responsibility and accountability for the personal output and work of others.</p>
Target Group	<p>This course is targeted at international students who are:</p> <ul style="list-style-type: none"> ➤ coming from various backgrounds or industries ➤ Mature age (at least 20 years of age) ➤ International students (off – shore or on -shore) ➤ Having various level of skill and knowledge ➤ New starter in the organisation willing to upskill. ➤ Individual looking for career change or finding new job under Job training initiative.

DELIVERY MODE, DURATION AND LOCATION

Delivery Mode/s	Face to face
Program Duration	52 weeks including holidays breaks.
Delivery Period	44 Weeks
Delivery Site	Melbourne Campus, Level 4 /310 King Street, Melbourne 3000

UNITS OF COMPETENCY

Code	Title	Core/ Elective	Total Amount of Training	Self- paced Learning
BSBHRM613	Contribute to the development of learning and development strategies	Core	120	40
BSBLDR811	Lead strategic transformation	Core	100	40
TAELED803	Implement improved learning practice	Core	100	40
BSBSTR802	Lead strategic planning processes for an organisation	Elective (Imported)	120	40
BSBCRT611	Apply critical thinking for complex problem solving	Elective	100	40
BSBFIN801	Lead financial strategy development	Elective	120	40
BSBHRM611	Contribute to organisational performance development	Elective	100	40
BSBLDR601	Lead and manage organisational change	Elective	120	40
Total Hours Amount of Training			880	320
Total Volume of Learning				1200

ENTRY REQUIREMENTS

Whilst there are no entry requirements stipulated in the training package (BSB80120 Graduate Diploma of Management (Learning) ICV requires its applicants to meet the following criteria:

- Completion of senior high school to the Australian Year 12 or equivalent
- 18 years or older at commencement of course
- English proficiency requirement for International Student either off-shore or on-shore will require:
 - i) Either a minimum IELTS (General) test score of 5.5 or equivalent for direct entry into a VET course.
 - or, IELTS score of 5.0 or equivalent with an ELICOS course (up to 10 weeks) to be taken before the main VET course;
 - or, IELTS score of 4.5 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course;
 - IELTS equivalent tests include PTE and TOEFL. Results older than two years are not acceptable.
 - or, Pearson Test of English Academic – score 43+
 - or, Cambridge English: Advanced CAE from Cambridge ESOL Test Scores –162
 - or, TOEFL paper based test – Score 527
 - or, TOEFL internet based test – Score 46

OR

- ii) provide evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States

OR

- iii) provide evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a Senior Secondary Certificate of Education or completed diploma level qualification in Australia

Additional Requirements:

- ICV will conduct an LLN assessment. The applicant must obtain the required ACSF Entry Level in the LLN assessment to enrol in this qualification as follows:

Reading	5
Writing	5
Oral Communication	5
Numeracy	5

**Refer to LLN Policy & Procedure for more information*

- Undertake a pre-training review at the time of enrolment.
- Applicants should possess basic computer and telecommunication skills.

OTHER REQUIREMENTS

VISA CONDITION (OVERSEAS STUDENTS ONLY)

Student needs to fulfill the Department of Home Affairs (DoHA) student visa condition to remain in Australia on a student visa. Student also needs to maintain their attendance visa condition during their study period as per their student visa condition. (For detail see **Visa Condition policy** and refer to student course progress and attendance policy).

CONDUCTING PRE-TRAINING REVIEW

Students will be required to undertake a Pre-Training Review (PTR) upon enrolment or before the commencement of Training and Assessment. The purpose of this assessment is to determine the amount of training to be provided to each learner with regard to:

- the existing skills, knowledge and the experience of the learner
- the mode of delivery; and
- where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- ascertain that the proposed learning strategies and materials are appropriate for that individual.
- ascertain that the qualification is suitable, for that student to enrol in, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.

In addition, students will be required to undertake a Language Literacy and Numeracy assessments through LLN Robot.

The purpose of the PTR and LLN assessment is to determine the support needs of individual learners and provide access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in the training package. It also enables ICV to consider the individual's existing skills and suggest/offer strategies to assist in meeting learning goals. The Pre-Training Review and LLN assessment will be conducted during orientation and will include a face-to-face interview. The BDM is responsible for co-ordinating and conducting these activities. Upon completion, the BDM will provide the completed PTR and LLN results to the course coordinator so that they may be assessed.

Conducting LLN Assessment and PTR will occur prior to the commencement of the course.

BSB80120 – Graduate Diploma of Management (Learning)

LANGUAGE LITERACY AND NUMERACY REQUIREMENTS

International College of Victoria (ICV) will conduct LLN assessment upon enrolment or before course commencement, using the online LLN system called “LLN Robot”. The entry level LLN ACSF 5 is required for Graduate level qualification. It is usual for all learners to do LLN test on orientation day or prior to that to assess their Language, Literacy and Numeracy level. International College of Victoria will provide extra external teaching support (cost may occur) and provide additional resources for student with low level of LLN before they commence the course. ICV will provide the additional support for learner having low level of LLN. (For detail see LLN support in learning support section and further detail please refer to student support policy and procedures).

LICENSING/REGULATORY REQUIREMENTS

No licensing, legislative or certification requirements apply to this qualification at the time of implementation of the training and assessment strategy.

PATHWAYS

Successful completion may enable the student to apply for bachelor or degree Level courses at other institutions.

EDUCATIONAL PATHWAY



EMPLOYMENT PATHWAYS

After successfully completing the Graduate Diploma of Management (learning) employment pathways may include

- Operational Manager
- Learning and development consultant
- Learning and leadership manager.
- Staff development manager in training and development department.
- RTO/ Training manager
- Workforce Planner
- Educational Professional working within an RTO

EXIT POINTS

At any point prior to the completion of the program a student may request a Statement of Attainment for successfully completed unit(s).

BSB80120 – Graduate Diploma of Management (Learning)

At the successful completion of the program – a qualification of BSB80120 – Graduate Diploma of Management (Learning) will be issued.

DELIVERY PLAN

Students will be provided a delivery plan prior to commencement of studies.

AQF LEVEL

This qualification is at AQF Level 8 which is described in the AQF as the following.

AQF Level	Level 8
Purpose	The Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning
Knowledge	Graduate of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area
Skills	<p>Graduates of a Graduate Diploma will have:</p> <ul style="list-style-type: none"> • Cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems. • Cognitive skills to think critically and to generate and evaluate complex ideas. • Specialised technical and create skills in a field of highly skilled and / or professional practice. • Communication skills to demonstrate an understanding of theoretical concepts. • Communication skills to transfer complex knowledge and ideas to a variety of audiences.
Application	<p>Graduates of a Graduate diploma will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • To make high level, independent judgements in a range of technical or management functions in varied specialised contexts • To initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts. • With responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.

AMOUNT OF TRAINING AND VOLUME OF LEARNING

The volume of learning of a Graduate Diploma is typically 1 – 2 years. Students will participate in a total of 1200 hours of total volume of learning. This includes 880 hours of scheduled training, over four terms, 320 hours of self-paced learning (self-paced log) which may involve research, reading their textbooks, class materials, and completing assessment tasks that are not done in class such as role play, observation, and completing the assessment work.

Students will be required to attend 20 scheduled course contact hours per week.

One Term duration = 11 weeks

Total term break time = 8 weeks

Including Christmas Holiday time = 4 weeks.

Description	Time and frequency	Supervised/Unsupervised	Learning Hours	Self/paced and Assessment Hours
Class sessions	20 hours per week	Supervised/Unsupervised	880	
Homework/ formative activities/self-paced learning/Submitted assessments	5-6 hours per week	Supervised/Unsupervised		320
Total Amount of Training (all structured activities)			880	
Total Volume of Learning (all structured / unstructured training & assessment)			1200	

RATIONALE (VOL)

ICV has decided on the volume of learning and amount of training with consideration for:

- The AQF 8 level Volume of Learning (1-2 years), and the following explanation: *‘The generally accepted length of a full-time year, used for educational participation, is 1200 hours’*
- 20 hours weekly schedule hours and approx. 5 – 6 hours self-paced learning per week are estimated hours student needs to spend over the period of 44 weeks and 8 weeks term break or for completing the assessment or other pending work.

DEFINITIONS

BSB80120 – Graduate Diploma of Management (Learning)

Nominal Hours

*'Nominal (supervised) hours represent the **supervised structured learning and assessment activity** required to sufficiently address the content of each unit (acknowledging that progress can vary between learners). Nominal (supervised) hours are assigned to learning and assessment activities that are delivered via face-to-face, online and/or structured distance education'¹*

Amount of Training

'The amount of training essentially comprises the formal learning activities you provide to a learner. These formal activities can include classes, lectures, tutorials, online or self-paced study, as well as workplace learning.'²

'...It does not include research or assessment activities.'

The amount of training provided by an RTO is part of the overall 'volume of learning' as defined in the Australian Qualifications Framework (AQF). You must consider the volume of learning when determining the amount of training your RTO will provide. You must be able to provide a rationale for any significant variation.'³

Volume of Learning

'The AQF volume of learning describes how long a learner, who does not hold any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. The volume of learning includes all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes.'⁴

TRAINING ARRANGEMENTS

TRAINING ARRANGEMENTS

ICV teaching and learning methodology will mainly be face to face – 20 hours per week over 44 weeks. ICV trainers use interactive delivery method in a classroom environment. A group of maximum 15 students in each batch give trainer enough time and space to deliver the content of the course with engaging students. ICV ensures all trainers/assessors will need to be dynamic and engaging to motivate students. ICV encourages trainers to use some of the following delivery methods in their face – to – face mode:

¹ Users' guide to the Standards for VET Accredited Courses, Version 4.0 December 2016, Australian Skills Quality Authority [Accessed 11-09-17] https://www.asqa.gov.au/sites/g/files/net2166/f/Users_guide_to_the_Standards_for_VET_Accredited_Courses.pdf

² Fact Sheet - Determining the amount of training, updated 1 April 2015, Australian Skills Quality Authority, [Accessed 11-09-17] https://www.asqa.gov.au/sites/g/files/net2166/f/FACT_SHEET_Amount_of_training.pdf

³ ASQA website, 'Users' Guide to the Standards for RTOs 2015, FAQs' Topic *What comprises 'amount of training'? E.g. can amount of training include face-to-face, online learning, time spent on assessment and so on?'* [accessed 19-12-2017] https://www.asqa.gov.au/standards/faqs?f%5Bo%5D=field_topic%3A111

⁴ Volume of Learning: An Explanation, 2012, Australian Qualifications Framework Council, [Accessed 05-04-17], <http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf>

BSB80120 – Graduate Diploma of Management (Learning)

- Presentation
- Demonstration
- Formative activities during facilitations in classes
- Summative assessment presentation observation

ICV ensures that the learning environment is safe, accessible and meets the student's needs.

ICV is not offering any distance or online learning for international students. As per Student Visa condition, Student needs to attend 20 hours per week delivery session at ICV Melbourne Campus. Self-paced learning hours and other academic support hours are extra hours to provide academic support for each learner.

TRAINING MATERIALS

Reference Books:

1. Operations Strategy: Design, Implementation and Delivery by Terry Hill , Alex Hill, First Edition, 2018.
2. Strategy Maps: Converting Intangible Assets into Tangible Outcomes by Strategy Maps: Converting Intangible Assets into Tangible Outcomes, 2004.
3. Strategy Maps: Converting Intangible Assets into Tangible Outcomes by Strategy Maps: Converting Intangible Assets into Tangible Outcomes, 10th Revised edition.
4. Leadership and Management: Theory and Practice by Kris Cole, 7th edition, 2018.
5. Organisational Change Development and Transformation, by Dianne M. Waddell, Andrew Creed, Thomas G. Cummings and Christopher G. Worley, 5th Education 2014.
6. Management Strategies and Skills by Judith Dwyer & Nicole Hopwood, 2010.

Course Material for students and trainer/assessor

1. Learner book (RTO works learner guide)
2. Student Critical Assessment Task (CAT) workbook. Contextualised assessment from RTO works resources.
3. PowerPoint slides
4. Session plan (for trainer and assessor)
5. Assessor Guide (including benchmark answers)
6. Simulated business environment (RTO works learning material)
7. Business user guide (RTO works material contextualised)
8. Video library (RTO works learning material)

PROPOSED GDIP TRAINING TIMETABLE

BSB80120-GRADUATE DIPLOMA OF MANAGEMENT (LEARNING), GDIP_A,

Week number and date	Code and title of subject, unit or module	Assessment schedule
Week 1	BSBHRM613 - Contribute to the development of learning and development strategies	<i>Formative activity only in week one. Assessments will begin in week 2.</i>
Week 2	BSBHRM613 - Contribute to the development of learning and development strategies	<i>Critical Assessment Task (CAT) 1 – Written Questions: Assessing the competency around; legislation, code of practice, organisational technology and system, relevant continuous improvement, quality management and organisational policies and procedures</i>
Week 3	BSBHRM613 - Contribute to the development of learning and development strategies	
Week 4	BSBHRM613 - Contribute to the development of learning and development strategies	
Week 5	BSBHRM613 - Contribute to the development of learning and development strategies	<i>Students demonstrate the knowledge and Skill of source of learning resources, developing consultation and communication, evaluate and analyse the impact of organisational learning and development</i>
Week 6	BSBHRM613 - Contribute to the development of learning and development strategies	<i>Critical Assessment Task (CAT) 3 – Project/Presentation: Students demonstrate the knowledge and Skill on design, collaboratively with stakeholders and establish the process and processing to implement organisational learning strategy.</i>
Week 7	BSBCRT611 - Apply critical thinking for complex problem solving	<i>Formative activity only in week 7. Assessments will begin in week 8.</i>
Week 8	BSBCRT611 - Apply critical thinking for complex problem solving	<i>Critical Assessment Task (CAT) 1 – Written Questions:</i>

BSB80120 – Graduate Diploma of Management (Learning)

Week 9	BSBCRT611 - Apply critical thinking for complex problem solving	<i>Students demonstrate the knowledge of legislative framework, creative thinking techniques, decision making process and workplace solution</i>
Week 10	BSBCRT611 - Apply critical thinking for complex problem solving	<i>Critical Assessment Task (CAT) 2 – Project</i>
Week 11	BSBCRT611 - Apply critical thinking for complex problem solving	<i>Students demonstrate the skill and knowledge of risk involved with pursuing to identify the problem. Facilitate other in idea generation for possible solutions. Lead solution development and refine solution to implement within the organisation.</i>
Week 12-13 Beginning 18 Sep -1 Oct 2023		
Week 14	BSBLDR601 - Lead and manage organisational change	<i>Formative activity only in week 14. Assessments will begin in week 15.</i>
Week 15	BSBLDR601 - Lead and manage organisational change	<i>Critical Assessment Task (CAT) 1 – Written Questions: Students demonstrate the knowledge of events or trends that may impact on organisational objectives, methods for conducting cost – benefit analysis, change management process, and components of a change management project plan.</i>
Week 16	BSBLDR601 - Lead and manage organisational change	<i>Critical Assessment Task (CAT) 2 – Case Study/Presentation:</i>
Week 17	BSBLDR601 - Lead and manage organisational change	<i>Students demonstrate knowledge and skill of analysis and interpret information, develop a change management project, develop strategies to communicate and present to the stakeholders.</i>
Week 18	BSBLDR601 - Lead and manage organisational change	<i>Critical Assessment Task (CAT) 3 – Report Writing:</i>
Week 19	BSBLDR601 - Lead and manage organisational change	<i>Students demonstrate the skill and knowledge of change management</i>

BSB80120 – Graduate Diploma of Management (Learning)

		<i>project, review and evaluate the change manage project plan, modify as needed to achieve the organisational goals. Implement and evaluate the change management strategy.</i>
Week 20	BSBHRM611 - Contribute to organisational performance development	<i>Formative activity only in week 20. Assessments will begin in week 21.</i>
Week 21	BSBHRM611 - Contribute to organisational performance development	<i>Critical Assessment Task (CAT) 1 – Written Questions:</i>
Week 22	BSBHRM611 - Contribute to organisational performance development	<i>Demonstrate the knowledge of organisational performance, roles in an organisation, key methods for evaluating and reporting on organisational performance development program.</i>
Week 23	BSBHRM611 - Contribute to organisational performance development	<i>Critical Assessment Task (CAT) 2 – Project / Presentation:</i>
Week 24	BSBHRM611 - Contribute to organisational performance development	<i>Students demonstrate the skill and knowledge of management structure, methods and resources to achieve designed outcomes, establishing the organisation performance development plan and evaluate and documented results of organisational performance development program</i>
Week 25,26.27.28		
Week 29	BSBLDR811 - Lead strategic transformation	<i>Formative activity only in week 29. Assessments will begin in week 30.</i>
Week 30	BSBLDR811 - Lead strategic transformation	<i>Critical Assessment Task (CAT) 1 – Written Questions: Demonstrate the knowledge of content and process, strategic change risks and mitigation strategies, range of leadership styles and development planning methodologies.</i>

BSB80120 – Graduate Diploma of Management (Learning)

Week 31	BSBLDR811 - Lead strategic transformation	<i>Critical Assessment Task (CAT) 2 Case Study:</i>
Week 32	BSBLDR811 - Lead strategic transformation	<i>Students demonstrate the skill and knowledge of strategic leadership, review strategic outcomes and incorporate feedback into leadership style.</i>
Week 33	BSBLDR811 - Lead strategic transformation	<i>Critical Assessment Task (CAT) 3 – Project/Presentation: Demonstrate the skill and knowledge of preparing the strategic change, lead strategic change, present the finding to stakeholders and review strategic outcome.</i>
Week 34	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Formative activity only in week 34. Assessments will begin in week 35.</i>
Week 35	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Critical Assessment Task (CAT) 1 – Written Questions Students demonstrate the knowledge of financial management, risk management process, global environments and market, barriers to achieving organisation goals, strategy map and key knowledge management systems</i>
Week 36	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Critical Assessment Task (CAT) 2 – Case Study:</i>
Week 37	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Demonstrate the knowledge and skill to develop strategic plan, consult with relevant stakeholders, research about industry trend and practices.</i>
Week 38	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Critical Assessment Task (CAT) 3 – Project / Presentation</i>
Week 39	BSBSTR802 - Lead strategic planning processes for an organisation	<i>Students demonstrate the knowledge and skill of key performance indicators, develop and implement strategic plan, evaluate and refining the strategic plan. Plan and budget for human capital, staff development and succession planning.</i>

BSB80120 – Graduate Diploma of Management (Learning)

Week 40-41		
Week 42	BSBFIN801 - Lead financial strategy development	<i>Formative activity only in week 42. Assessments will begin in week 43.</i>
Week 43	BSBFIN801 - Lead financial strategy development	<i>Critical Assessment Task (CAT) 1 – Written Questions Demonstrate knowledge of financial risk factors, mitigation, principles of accounting, financial and accounting principles, analysis and interpreting financial report, forecasting financial requirements.</i>
Week 44	BSBFIN801 - Lead financial strategy development	<i>Critical Assessment Task (CAT) 2 – Case Study - Presentation</i>
Week 45	BSBFIN801 - Lead financial strategy development	<i>Demonstrate their understanding on financial and economic information to achieve organisational objectives, monitor and management financial resources.</i>
Week 46	BSBFIN801 - Lead financial strategy development	<i>Critical Assessment Task (CAT) 3 – Project Portfolio Demonstrate the knowledge and skill of budget system, monitor and manage financial resources, revise forecasting according to change in budget deviations. Prepare, implement and monitor financial strategies.</i>
Week 47	TAELED803 - Implement improved learning practice	<i>Formative activity only in week 47. Assessments will begin in week 48.</i>
Week 48	TAELED803 - Implement improved learning practice	<i>Critical Assessment Task (CAT) 1 – Written Questions Demonstrate the knowledge of adult learning practice, design and management of learning objectives, different learning styles, research relating to pedagogical theory and practice and training techniques.</i>

BSB80120 – Graduate Diploma of Management (Learning)

Week 49	TAELED803 - Implement improved learning practice	<i>Critical Assessment Task (CAT) 2 Research Report</i>
Week 50	TAELED803 - Implement improved learning practice	<i>Demonstrate the knowledge and skill of advanced learning practice, evaluate the role, and impact of new technologies on team members, manage and monitor learning improvements within team, analyse and advance the adoption of improved learning practice.</i>
Week 51	TAELED803 - Implement improved learning practice	<i>Critical Assessment Task (CAT) 3 – Project/Presentation:</i>
Week 52	TAELED803 - Implement improved learning practice	<i>Demonstrate the skill and knowledge of learning environment, improving the learning practice within organisation, learning practice and promote learning practice.</i>

ASSESSMENT ARRANGEMENTS

IN PREPARING THE ASSESSMENT ACTIVITIES:

- Students will have an opportunity to evaluate whole tasks of competencies in a simulated environment through the use of case studies, research, and projects. These components will give students an opportunity to develop their understanding of the real-world business environment.
- The formative activities are aligned with the summative tasks to allow the student to build upon knowledge and skills prior to attempting the summative assessments.
- Formative assessment task helps to measure the learners over all capabilities build for workplace and core knowledge and skill learner over the period of the course.
- Formative assessment tasks also help to measure the learner's knowledge retention and progress in their capability development throughout the graduate diploma of management (learning) training product.
- The summative assessment task focuses on process and policies as much as organisational requirement in real workplace scenarios.

ASSESSMENT ARRANGEMENTS

The following assessment methods are used for some or all units, please refer to the *Delivery Sequence and Methods* section of this Training & Assessment Strategy for details of specific units and tasks.

- *Presentation* – In the course of the study, individuals prepared a project and presented their simulated workplace to a supervisor or a stakeholder. The student may be required, in case studies or research reports, to present a summary of the report's findings.
- *Report writing* – A simulation environment usually requires students to create reports, create presentations, and present their findings.
- *Project* - Detailed the requirements of the project, through which several tasks will be executed by the student in order to gain in-depth knowledge and skill in the subject area.
- *Portfolio* – The task provides the details of the requirements for the portfolio to be submitted by students in order to demonstrate their understanding of the concepts in a simulated business environment.
- *Written Questions* – A thorough explanation of written questions is indicative of an in-depth understanding of the subject.
- *Case Study* – Based on the scenario, students demonstrate their understanding of how to resolve the issue and answer the case study questions.
- *Research Report* – Based on the scenario, students are required to develop their research skills and present a research report based on their findings.

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

The definitions of each term are outlined in the Assessor Guide (including benchmark answer to make the competency decision) for each unit. To ensure these principles and rules are followed, ICV :

- Requires all students to submit written assessment tasks with a signed Critical Assessment Task Cover Sheet where students are required to declare the work is their own – ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are covered, 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 in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course and includes third party reports and observations of work performance.
- Reliability is ensured by conducting regular validation and quality reviews of our assessment processes.
- Flexibility is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- Fairness is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Critical Assessment Task workbook. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each Student Critical Assessment Task Workbook.

SUBMISSION, FEEDBACK AND RE-ASSESSMENT

- Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.

BSB80120 – Graduate Diploma of Management (Learning)

- Written and theoretical tasks will be assessed within assessment due dates (maximum before end of the term). Each task will be marked as Satisfactory or Not Yet Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to two additional attempts per assessment task after first attempt NYS. Where a task is marked as Not Yet Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

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. Please find the appeal form on ICV website. Appeal must be submitted against the assessment outcome within 14 days after feedback received.

ASSESSMENT MATERIALS

Each individual unit of competency, of BSB80120 using the following assessment material.

- Mapping document
- Assessor Guide (Including benchmark answers) for decision making.
- Student Critical Assessment Task (CAT) workbook

ESTABLISHING THE ASSESSMENT CONTEXT

- The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the support materials that have been purchased and developed to facilitate the learning and assessment process

ASSESSOR ASSESSMENT DECISION

The assessor must:

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility.
- Collect appropriate evidence and assess this against the BSB80120 assessor guide.
- Evaluate evidence in terms of four dimensions of competency.
- Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency.

BSB80120 – Graduate Diploma of Management (Learning)

- Record details of evidence collected and place result of competency on the assessment summary sheet.

The assessor MUST actively check for plagiarism and or cheating. Assessor first point of checking plagiarism is “Google” research engine. If plagiarism or cheating is identified, then the Assessor MUST issue a “NYC”. There is NO exception to this. (For detail check of ICV plagiarism policy and procedure). Furthermore, Assessment centre, will also check the contract cheating. Assessment centre may call student to check the assessment authenticity. Learner has right to appeal against the assessment outcome within 14 working days after final result received.

REASONABLE ADJUSTMENTS

Reasonable Adjustment will be provided for participants with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

The learning need which forms the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the participant. Any adjustments will be recorded in the participant file and will not compromise the competency standard. Additional Support Services will also be offered to participant. This support includes both academic support and personal support. Students are made aware of the additional support services through the following mechanisms:

- enrolment process
- course induction
- course manual
- from their trainer at any time

ICV adopts the Disability Standards for Education 2005, underpinned by the Equal Opportunity Act (1995) which states that it is unlawful for an educational authority to discriminate against a person on the grounds of their disability.

ICV will treat all students and candidates for assessment, including those with disabilities, equally and with dignity. Students who have a disability will be able to enjoy the benefits of the educational experience in the same way as those without a disability.

Wherever feasible and practicable and in consultation with the Training Manager, ICV trainers and assessors will take into consideration the special needs of students who have a disability and make appropriate adjustments to the training and/or assessment environments.

BSB80120 – Graduate Diploma of Management (Learning)

Reasonable adjustment for students with a disability will be individualised and granted with integrity according to negotiations with stakeholders. Reasonable adjustment will be implemented in such a way as to ensure that the interests of all parties are met, applied with care and fairness, and applied across the scope of a student's interaction with ICV.

Reasonable adjustment in assessment can be made where required as long as the competencies being assessed are not compromised.

An intervention strategy for any student who is not making satisfactory course progress the intervention strategy will include provisions for:

- Where appropriate, advising students on the suitability of the course in which they are enrolled.

Assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency. The application of reasonable adjustment does not mean that the competencies are diluted. The integrity of the competencies must be maintained. The following examples of reasonable adjust but not limited.

Type of special need	Examples of difficulties	Possible reasonable adjustment
Low level literacy, language, numeracy	Learner has difficulty in reading, writing, listening and speaking in English	Oral questioning instead of written test. Additional time will be allocated to complete the assessment task. Plan English written and verbal communications. Extra time for training and additional learning resource provided to improve reading, writing and listening

BSB80120 – Graduate Diploma of Management (Learning)

<p>Disability</p>	<p>Learner has an intellectual disability and has difficulty understanding and retaining conceptual information.</p> <p>Learner has a physical disability and is confined to a wheelchair.</p> <p>Learner has a psychological disability and sometimes the medication makes it difficult for them to concentrate</p>	<p>Extra time for training and assessment</p> <p>Access to advocate</p> <p>Modified demonstration tasks.</p> <p>Enabling equipment and software</p> <p>Flexible delivery times</p>
<p>Impairment</p>	<p>Learner is visually impaired.</p> <p>Learner is hearing impaired</p>	<p>Enabling equipment and software</p> <p>Use of Auslan</p>

ACADEMIC AND NON – ACADEMIC SUPPORT

ACADEMIC SUPPORT

To maximise the chance of students successfully completing their training, ICV determines the support needs of individual students and where possible provide them access to the educational and support services necessary for the individual to meet the requirements of the training product as specified in training packages or VET accredited courses. ICV will provide support to individual learner. The learning support includes the academic and language, literacy and numeracy support.

ICV will provide the academic support for those learners who struggling in their assessment task completing. The assessment may include but not limited:

- Referencing (following the Harvard Referencing)
- Research
- Understanding of the assessment task
- Additional tutorial for assessment help
- Reasonable adjustment.

ICV will identify any support individual students need prior to their enrolment and provide access to that support throughout their training.

This may include providing:

- Language, Literacy and Numeracy (LLN) support.
- Assistive Technology
- Additional Tutorials, and / or
- Other mechanisms, such as assistance in using technology for online delivery components

LANGUAGE, LITERACY AND NUMERACY SUPPORT

ICV will help learner to gain their LLN capability and achieving the required level of ACSF level 5 overall from Graduate Diploma of Management (learning) AQF level 5 after successfully completing the qualification. Furthermore, ICV will provide the low ASCF level student additional support to enable the learner in successfully completing the Graduate Diploma level qualification and increase their ACSF level after successfully complete the Graduate Diploma level qualification.

ICV is careful about making assumptions about people who might need intensive, additional support after initial Pre-Training review. Furthermore, ICV will conduct LLN assessment on orientation day or during Pre-training review. This assessment will help ICV to determine the required level of help needs

BSB80120 – Graduate Diploma of Management (Learning)

to provide to the learner before the qualification training commence. The identification of the LLN level of the learner will be according to clients among those who are most likely to need support include:

- People whose first language is not English and who have not had access to English language classes.
- People of Aboriginal and Torres Strait Islander origin (Because they may not speak English as first language and may have had limited or disrupted schooling)
- People in older age groups who have not undertaken formal learning for some time.
- People whose training has been disrupted by disability.
- People who have been unemployed for a time and may not have taken part in formal learning for some time.

The initial LLN assessment at the time of orientation before learner commencement, will enable ICV to determine the level of ACSF learner possessed before training commencement. ACSF level 5 required in reading, writing, learning, numeracy and oral communication.

Learner who's LLN assessment outcome is lower than the required entry level. ICV provide them advice and guide them how they can increase their level of LLN. For overseas student, ICV might hold their enrolment or refund the initial fee deposit. The other option ICV may use is to arrange external LLN support for learner with low level of LLN. This support is extra – curriculum assistance to develop better understanding for learner who willing to continue with ICV. ICV will arrange external teacher to provide the ongoing support for low level LLN learners. Furthermore, where extensive support is needed, specialist LLN tutorial sessions will be set up for LLN who needed support. These specialist sessions may attract a fee (as per learner needs and agreed on LLN support). Where a learner with difficulty in their LLN spot by trainer/assessor after their assessment submission or during the delivery scenario, ICV provided additional learning program support (LLN) for those learners and additional reading, writing and numeracy homework to increase their ASCF level as per outcome level of qualification (No fee charge in these additional services if provided by trainer/assessor or ICV qualified staff on LLN).

ASSESSMENT CENTRE AND NON – ACADEMIC SUPPORT

Assessment centre will provide learner further assisting on their formative task, learning journal, self-paced learning, appointment with trainer/assessor for academic support, monitoring learner term at the end of each term to identify student at risk, sending reminder for summative assessment task (training plan). Assessment Centre is first point of contact for learner in their journey of self – development, submission of their assessment task (formative or summative) and contact to get

BSB80120 – Graduate Diploma of Management (Learning)

extension of assessment submission or information on tutorial schedules through email or phone call (03 99421836).

Non – Academic Support consist of student welfare counselling (external arrangement needs bases) and career counselling. Note: For further details on student support and special needs policy and procedure at ICV policy Library.

STUDENT ENGAGEMENT

Before Enrolment:

- Student engaged with ICV during the enrolment process.
- The completion of PTR and Orientation process where student is engagement prior to commencement.
- At the end of the process feedback is collected to improve the ICV engagement process prior to commencement.

During Study:

- Academic support will be provided.
- If student missed 5 class, Support liaison officer will give student a call.
- Providing the academic support – Support liaison officer will ensure to arrange any additional tutorial(s)
- Assessment centre, sending the reminders and if student not submitted assessments, Assessment Centre team will follow up and if require extension of assessment submission provided.

After:

- Issue the certificate within 30 days after last assessment mark competent.
- AQTF feedback survey completion.

Trainer / Assessor Engagement

- Before commencing the session, ICV send the student profile to trainer/assessor, trainer and assessor is participating in the orientation.
- During the sessions provide feedback on student cohort
- During the sessions identify any student needs additional support
- Provide constructive feedback on formative activities & summative activities to student and ICV.
- Feedback on the curriculum

Support Staff Engagement

- Engage with student on monthly bases to identify any support require.
- Provide extension of the assessment
- Arrange additional support tutorials.
- Collecting and sending the feedback form
- Checking on the wellbeing of the student, if student continuously 5 Consecutive absent from the class

PROPOSED DELIVERY SEQUENCE AND ASSESSMENT METHODS

UNIT OF COMPETENCY		TRAINING DELIVERY			ASSESSMENT			
Unit Code	Unit Name	Delivery methods	When will training occur?	Learning Materials	Task Number & Name	Assessment Method	Where does assessment take place? .	When will assessment occurs?
BSBHRM613	Contribute to the development of learning and development strategies	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 1 - 6	Term 1	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 2
					Critical Assessment Task (CAT) 2 – Project	Project	Outside Classroom (self-study)	End of Week 4
					Critical Assessment Task (CAT) 3 – Project/Presentation	Project/Presentation	Outside Classroom (self-study) Presentation during the session	End of Week 6
BSBCRT611	Apply critical thinking for complex problem solving	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 7 - 11	Term 1	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Question	Outside Classroom (self-study)	End of Week 8
					Critical Assessment Task (CAT) 2 – Project	Project	Outside Classroom (self-study)	End of Week 11

BSB80120 – Graduate Diploma of Management (Learning)

UNIT OF COMPETENCY		TRAINING DELIVERY			ASSESSMENT			
Unit Code	Unit Name	Delivery methods	When will training occur?	Learning Materials	Task Number & Name	Assessment Method	Where does assessment take place? .	When will assessment occurs?
BSBLDR601	Lead and manage organisational change	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 14-19	Term 2	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 15
					Critical Assessment Task (CAT) 2 – Case Study/Presentation	Case Study / Presentation	Outside Classroom (self-study) Presentation during the session	End of Week 17
					Critical Assessment Task (CAT) 3 – Report Writing	Report Writing	Outside Classroom (self-study)	End of Week 19
BSBHRM611	Contribute to organisational performance development	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 20 - 24	Term 2	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 22
					Critical Assessment Task (CAT) 2 – Project / Presentation	Project/Presentation	Outside Classroom (self-study) Presentation During the session	End of Week 24

BSB80120 – Graduate Diploma of Management (Learning)

UNIT OF COMPETENCY		TRAINING DELIVERY			ASSESSMENT			
Unit Code	Unit Name	Delivery methods	When will training occur?	Learning Materials	Task Number & Name	Assessment Method	Where does assessment take place? .	When will assessment occurs?
BSBLDR811	Lead strategic transformation	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 29 - 33	Term 3	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 28
					Critical Assessment Task (CAT) 2 Case Study	Case Study	Outside Classroom (self-study)	End of Week 29
					Critical Assessment Task (CAT) 3 – Project/Presentation	Project / Presentation	Outside Classroom (self-study) Presentation during the session	End of Week 31
BSBSTR802	Lead strategic planning processes for an organisation	Classroom/ Face to Face Self-paced Learning (Supervised formative activities) From: Week 34 - 39	Term 3	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 33
					Critical Assessment Task (CAT) 2 – Case Study	Case Study	Outside Classroom (self-study)	End of Week 35
					Critical Assessment Task (CAT) 3 – Project / Presentation	Project/Presentation	Outside Classroom (self-study)	End of Week 37

BSB80120 – Graduate Diploma of Management (Learning)

UNIT OF COMPETENCY		TRAINING DELIVERY			ASSESSMENT			
Unit Code	Unit Name	Delivery methods	When will training occur?	Learning Materials	Task Number & Name	Assessment Method	Where does assessment take place? .	When will assessment occurs?
							Presentation during the session	
BSBFIN801	Lead financial strategy development	Classroom/ Face to Face	Term 4	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 44
		Self-paced Learning (Supervised formative activities) From: Week 42 - 46			Critical Assessment Task (CAT) 2 –Case Study - Presentation	Case Study / Presentation	Outside Classroom (self-study)	End of Week 46
					Critical Assessment Task (CAT) 3 – Project Portfolio	Project Portfolio	Outside Classroom (self-study)	End of Week 46
TAELED803	Implement improved learning practice	Classroom/ Face to Face	Term 4	Learning Book (please see session plan)	Critical Assessment Task (CAT) 1 – Written Questions	Written Questions	Outside Classroom (self-study)	End of Week 49
		Self-paced Learning (Supervised formative activities) From: Week 47 - 52			Critical Assessment Task (CAT) 2 Research Report	Research Report	Outside Classroom (self-study)	End of Week 50
					Critical Assessment Task (CAT) 3 – Project/Presentation	Project/Presentation	Outside Classroom (self-study)	End of Week 52

TRAINING AND ASSESSMENT STRATEGY



RTO No. 22581 CRICOS Code: 03649A

BSB80120 – Graduate Diploma of Management (Learning)

UNIT OF COMPETENCY		TRAINING DELIVERY			ASSESSMENT			
Unit Code	Unit Name	Delivery methods	When will training occur?	Learning Materials	Task Number & Name	Assessment Method	Where does assessment take place? .	When will assessment occurs?
							Presentation during the session	

FACILITIES AND EQUIPMENT

PHYSICAL RESOURCES

- ✓ Direct access to the current version of the units of competency and relevant Training Package
- ✓ Access to appropriate support materials relevant to their areas of delivery and assessment
- ✓ Access to learner guide (book) for Graduate Diploma of Management (Learning).
- ✓ Access to reference book – ICV library
- ✓ Access to appropriate academic support for learner at risk or learners relevant to their areas of delivery and assessment
- ✓ Access to the latest copy of critical assessment tools (CATs) used for current training product.
- ✓ Access to the student management system (SMS - AXCELERATE) to update student data.
- ✓ Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process.
- ✓ Access to fully equipped business equipment and facilities to meet the requirements of each unit of competency and successfully implement the training product in a simulated environment.
- ✓ Access to the latest copy of simulated business environment policies and procedures.
- ✓ Access to the latest performance evaluation forms and peer review forms
- ✓ Access to the student feedback and unit of competency review forms
- ✓ Chairs, Table, White board, Projector, Facilitator computer, laboratory, reference book, RTO works learning books.

TRAINERS AND ASSESSORS

Staff Name	Qualifications	TAE - Trainer (T) or Assessor (A)	Industry Experience
Gopal Pokharel	Graduate Dip of Management (Learning) Master of Accounting / Business/ CPA	T (A)	16 Years

ADDITIONAL REQUIREMENTS OF TRAINERS AND ASSESSORS

As per RTO standards for 2015 – Trainer/Assessor must maintain their Currency, vocational competency and VET knowledge during the period of their employment with ICV.

TRAINER MUST

- I. Hold the TAE40116 Certificate IV in Training and Assessment from the TAE16 Training and Education Training Package as a minimum qualification or be able to demonstrate equivalence of competencies with additional two units; and

BSB80120 – Graduate Diploma of Management (Learning)

- II. Be able to demonstrate vocational competencies at least to the level being delivered and assessed; and
- III. Be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence.

PROFESSIONAL DEVELOPMENT

Professional development of staff is an integral part of ICV's processes for Continuous Improvement, Quality Assurance and performance review. ICV workplace framework identify the skill and knowledge requirements for future professional development required form trainer/assessor employed at ICV.

On commencement of employment or contract, each member of staff at ICV is encouraged to pursue professional development activities, related to improving both vocational and educational competency, outside the organization and to participate in internal activities.

Professional development participation is to be reported, logged in the employees' personal file and maintained as a record of evidence in employee professional development log.

A synopsis of recent relevant professional development activities is to be discussed at regular staff meetings and minutes are available for staff, so all staff may benefit from knowledge gained.

Professional Development activities are both provided internally and encouraged by ICV in a range of formats to achieve the trainer/assessor capabilities (capabilities are defined in ICV workforce framework) from external provider as well:

- The participation in meetings and forums both in house and external to ICV is encouraged. These may be breakfast seminars, one day and weekend workshops, professional conferences.
- Private consultation with curriculum and specialist experts
- Newsletter and information updates from relevant government and private organisations
- Online learning opportunities such as forums, journals, educational sites
- Pursuit of additional qualifications in relevant fields of study
- Self-review/Peer Review and consultation with colleagues and peers in the form (see peer review form) of regular staff meetings, network activities with other institutions,
- Once in a year, performance evaluation from ICV, will also help trainer/assessor to identify the area of improvement.
- Formal and informal relationships with industry to keep pace with current and developing methods, trends and standards.

ICV maintains budgeted funding and/or paid or unpaid leave for approved Professional Development activities.

INDUSTRY ENGAGEMENT

INDUSTRY CONSULTATION

During the development of the Learning and Delivery Strategy, effective consultation with industry organisations has occurred.

An industry engagement meeting will be conducted annually with an industry representative(s) to check that standards expected of students are consistent with current industry practice, which is reflected in the assessment tools and training and assessment strategy. ICV will also take feedback before the implementation of training and assessment strategy with effective industry engagement.

- Industry consultation on assessment tasks helps ICV to prepare industry relevant assessment activities.
- The methods, context and concepts are validated with industry to ensure the accuracy of the assessment approach.
- Pre – Assessment review, trainer/assessor internal review and post (Judgement) assessment validation approach taken to ensure the assessment tools meets the training package and industry requirements to improve the assessments tools for better outcomes and evidence gathering according to the industry and training package requirements.
- In addition to having a business environment expert educator, experienced trainers/assessors will provide feedback that will also enhance the quality of the assessment.

TRAINING AND ASSESSMENT CONSULTATION

Industry consultation start from the meeting prior to design the training and assessment strategy to ensure the choose of the electives as per industry requirement and full filling the gap in the industry or increasing the current employee capabilities.

CONSULTATION PROCESS AND PROPOSED SCHEDULE

During the development of the Training and Assessment Strategy, effective consultation with industry organizations has occurred. The details of Industry Consultation can be found in the ICV shared drive.

Industry Organisation	Representative Name	Contact Details	Date of Consultation	Nature of Comment/Feedback
GN Accounting	Sandeep Kaur	0391188594	15/02/2023	<p><u>Positive Feedback:</u></p> <p>Sandeep Kaur is running the business from last 3 years. Positive feedback on two unit of competency and Training and assessment strategy overall. Please, refer to Record of Industry Consultation Form for detail</p>

VALIDATION ARRANGEMENTS

Validation plans and outcomes are recorded in the *Validation Plan and Register*.

Refer to *Assessment Validation Policy & Procedures* for more detail on validation arrangements.

Assessment validation and Judgement (Post) Validation meetings will be held according to a set schedule (shown below) to ensure a systematic approach. Validation may involve industry or peer trainers/assessors. Internal Validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. A ICV goal of validation is to ensure that assessment is valid, reliable and fair and that decisions are made of the basis of sufficient and appropriate evidence. Internal validation is also a way to ensure that different applications of unit of competency remain within acceptable limits. The process ensures that assessors working across different batches applying consistent standards and making consistent judgements. ICV setting up a systematic approach of review of assessment and assessors will meet the national requirements to quality assure their assessment methods, process and judgements.

The Internal validation system are:

- Developing of Validation schedule plan
- Validation meetings
- Post (Judgement) Validation
- Industry consultation
- Internal review
- Independent validator (Expert Educator) feedback

PRE- ASSESSMENT VALIDATION

Assessment validation meetings are held prior to using a new or revised assessment tool to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria,

BSB80120 – Graduate Diploma of Management (Learning)

range statement and evidence guide as well as how evidence is collected and the basis on which assessment decisions are made. Tools should be examined to ensure they meet the principles of valid, reliable, flexible and fair and provide the opportunity for learners to provide evidence that are valid, authentic, current and sufficient.

The aim of validation meeting is to provide the opportunity for assessors:

- To discuss the assessment tools that they have used.
- To discuss the assessment decision making rules that they have made.
- To scrutinise the evidence that has been presented by learner and compare with the Unit of competency requirements.
- To discuss any feedback provided by learners.
- To check that there has been consistent interpretation of the standards.

Validation meetings should occur at appropriate points during the assessment cycle. Internal validation can take place before, during or after assessment has taken place.

Validation before assessment takes place concentrates on the:

- Design of the assessment activities
- Evidence guides and assessment tools.
- Benchmarks against which learner performance is to be assessed.

Validation after assessment concentrates on:

- The actual performance being undertaken by a learner.

Validation after assessment concentrates on:

- The assessment task and the assessment process
- Learner performance
- The assessment decision that as been made.
- Reporting and record keeping
- Feedback from candidates.

ASSESSMENT VALIDATION

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Source: [Standards for Registered Training Organisations \(RTOs\) 2015](#)

BSB80120 – Graduate Diploma of Management (Learning)

ICV Validation Schedule plan ensure each training product (qualification or VET accredited course) is validated at least once every 5 years, with at least 50% of products on the scope of the RTO validated within the first three years of each five-year cycle, taking into consideration risks (including those identified by the VET Regulator).

REVIEW (INTERNAL)

ICV following the validation policy by doing the trial and internal (trainer/assessor) review prior to use the assessment. The process is following up after the industry consultation and contextualisation completion.

*Persons involved in pre-validation

It is a **requirement** that one or more persons conduct the validation who are not directly involved in the particular instance of delivery and assessment of the training product being validated. Although not part of the Standards, it is recommended that some staff involved in the delivery of the materials should be involved in the validation to ensure they understand the implications and recommendations made by the validators.

Validators need to hold the below qualifications/experience and must complete the '**Validator Competence Verification**' form to be kept on file by the RTO manager or a copy of the '**Staff Profile**' providing the same information if the person is a member of the training staff. If a person is involved in more than one validation session, then only one form needs to be completed and kept on file for all instances.

Qualifications and experience required by persons participating in the validation process.

- a) Vocational competence for the particular training product being validated (evidenced through formal qualifications or demonstrated equivalence)
- b) Current industry skills (evidenced through work in industry, professional development, experience with latest techniques, high level of product knowledge, etc)
- c) Holding TAE40116 Certificate IV in Training and Assessment or TAESS00001 Assessor Skill Set
- d) Current knowledge and skills in vocational education and training (evidenced through professional development, current practice, etc.)

Note that the above requirements may be met via a team approach through having one person who is able to demonstrate a) and b), and another person demonstrating c) and d).

Please see ICV Validation Schedule plan for more details. ICV is conduct post validation with the collaborative activity with industry expert and independent validator (Assessor-TBA).

POST – ASSESSMENT (JUDGEMENT) VALIDATION

Post Validation of Judgements will occur on a regular basis as per ICV validation schedule, at least 50 per cent of ICV Scope of Registration within 3 years. The Post Validation process involves the review of samples folios

BSB80120 – Graduate Diploma of Management (Learning)

of evidence (assessment and RPL submissions) after student successfully completed their qualification to confirm reliability and consistency of judgements that meet the requirements of the training package as well as meet industry standards. Post Validation may also include (when possible) assessors from other RTO, RTO manager (Chair of the meeting) and ICV assessor who is not involved in assessor the sample. Materials such as learning and reference materials, training package assessment guidelines, actual student assessed evidence (assessment), feedback forms and other resources will be utilised their scheduled validation meeting.

Discussions and recommendations during validation meetings and complete validation tools for post validation will be recorded on a choose one option and stored in the following location:

Google Drive /ICV Server – Academic – Validation Documents

Documentation from pre-validation and post validation meetings will be presented to management for approval to proceed with recommendations. When recommendations are implemented, adjusted materials will be circulated for approval by those involved in the process, all improvement must be recorded in continuous improvement log.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is available, and all students are offered the opportunity to participate in RPL upon enrolment. Recognition of Prior Learning is generally recommended where individuals have been working in a relevant job role for at least 2 years, however any student can also self-elect to undertake RPL.

The RPL model used by ICV is a guided and supported process that relies on the candidate's ability to demonstrate their competence by answering verbal questions from an assessor, providing referees and, where possible, having their practical skills assessed in the workplace.

Unlike other RPL models, written evidence is used to back up and support RPL assessment, rather than being based entirely on it. The RPL process will include a number of discussions and observations between the candidate and the assessor, which provides the candidate with an opportunity to demonstrate level of skill and knowledge.

THE RPL PROCESS

1. The candidate contacts ICV and enquires about RPL.
2. ICV provides the candidate with information about RPL. If the candidate decides they would like to proceed with RPL, ICV must supply them with a copy of the RPL Self-assessment.
3. The candidate completes the RPL Self-assessment, identifying units they would like to apply for and evidence they could submit.

BSB80120 – Graduate Diploma of Management (Learning)

4. The candidate sends their RPL Self-assessment, along with the RPL Application Form (which is included in the Self-assessment), a copy of their CV and any certified copies of relevant qualifications back to ICV.
5. ICV reviews the self-assessment checklists to determine if the candidate is suitable to proceed with the RPL process. This will include contacting the candidate to discuss the following:
 6. Their work experience and anything of interest in their CV (for example, has the candidate worked in a different number of job roles, have they worked in a number of different workplaces, or the same one, professional development experiences, etc).
 7. The items they ticked/did not tick in their self-assessments.
 8. The items listed in their evidence brainstorm (for example, will these add value to their application, or will you see evidence of their work when they complete the assigned tasks?).
 9. The third-party person – who is it, how long have they known the candidate in a professional capacity, etc.
 10. The assessor makes a decision on the candidate's suitability for RPL and indicates those units in the RPL Third Party Report. If the candidate's work experience, skills and knowledge do not accurately reflect the requirements of the qualification or units therein, the candidate should be provided with information about formal training opportunities for this qualification. The candidate can then make a decision as to whether they would like to enrol in the course.
11. If successful, the candidate receives a copy of the:
 - written agreement including adjusted payment plan.
 - invoice for RPL application fee
 - RPL Evidence Tool
 - RPL Third Party Report
12. Once the written agreement and RPL application fee is received the enrolment is processed.
13. The assessor contacts the candidate to discuss:
 - how to work through the RPL Evidence Tool
 - arrangements for workplace observations (where applicable, and in consultation with the candidate's workplace supervisor to ensure that workplace visits are scheduled appropriately, and that the workplace has access to required equipment and resources)
14. The assessor participates in the RPL assessment process, which will include:
 - visiting the candidate's workplace to observe completion of practical tasks (where applicable)

BSB80120 – Graduate Diploma of Management (Learning)

- completing verbal questioning (either over the phone, Skype or other video conference tool, or in person)
 - being available to provide support and assistance to the candidate as required.
15. The candidate submits their RPL Evidence Tool booklet and their evidence portfolio.
 16. The assessor checks the third-party person's ratings, feedback and comments in the RPL Third Party Report.
 17. Where necessary, the assessor contacts the third-party person to discuss anything that requires further clarification.
 18. The assessor may also contact the candidate's professional referees to discuss the candidate's workplace competency.
 19. The assessor contacts the candidate once an outcome has been made – all outcomes are to be summarised in the Assessment Outcome Summary in the RPL Assessor Record
 20. The assessor forwards all documents to ICV's office for record keeping (see below).

GAP TRAINING

If training is required to achieve a full qualification (and the candidate wishes to gain the full qualification), the assessor is to document a plan for meeting the training needs and make appropriate arrangements.

RECORD KEEPING

The assessor must submit records of interviews and assessment outcomes to the office after each conversation or meeting during the RPL process. On completion of assessment, the following items must be returned to the candidate's file for archiving:

- RPL Assessor Record
- RPL Self-assessment
- RPL Evidence Tool and all evidence submitted.
- RPL Third Party Report.

The candidate will then be issued with a qualification or statement of attainment where competencies have been achieved.

POLICIES

The emerging focus from recent past change the Vocational Education and Training (VET) sector upon standards as central to quality assurance signals a shift in emphasis for Australian VET sector. The shift is now focus on the quality of teaching and learning and impact on the student. Previously approaches to quality have

BSB80120 – Graduate Diploma of Management (Learning)

principally been conceived as compliance orientation. ICV apply the quality assurance alignment between the ICV established goals as an Institution and the establishing the following policies and process in place for achieving these goals as a quality provider. ICV will use an innovative thinking and different approach in developing their cohort skills and knowledge. Standards will need to be specified in the policies, and appropriate measure needs to determine to maintain the required legislative requirements, ICV will go beyond the compliance requirement and apply a quality assurance approach in their development of policies and procedures. The following are the relevant policies for training and assessment strategies used by ICV during delivery of their training product to overseas student's cohort.

COURSE PROGRESS

ICV offers the following support services during the progression phase of the learner journey:

Acceptance to the course is not automatic upon the submission of an enrolment form. Once an individual has submitted their enrolment it is assessed by an RTO team member for suitability to the course and the individual is advised of the outcome.

Regular contact: ICV maintains regular contact with learners through:

- Assessment centre: assessment and resources are sent to the learners via the assessment centre.
- Support Service: the RTO provides learners with additional support services via contact emails

ICV identifies individual student support needs prior to enrolment and provides access to that support throughout their training.

This may include providing:

- Language, Literacy and Numeracy (LLN) support.
- Assistive Technology
- Additional Tutorials, and / or
- Other mechanisms, such as assistance in using technology for online delivery components.

ICV will provide academic support for learners who are struggling in completing their assessment tasks. Although assistance will not be provided with the actual completion of assessment activities and assessment answers will not be provided under any circumstance, the RTO will provide support and/or instructions on:

- Referencing
- Research
- Understanding of the assessment task
- Additional tutorial(s) if required.
- Reasonable adjustment

Non-academic support consists of student welfare counselling (external arrangement needs basis) and career counselling.

ICV has intervention strategies, including student support services available to enable learners to complete qualifications in the expected time frame. A training plan is provided to all learners through which they track their learning and assessment due dates. Learners at risk of not completing within the time frame are identified in a timely manner and early intervention strategies will be implemented immediately to avoid the learners at risk who are not able to complete their qualification.

Learners failing to achieve a competent result in the first two units of the course are automatically flagged as being an “at risk” learners as these units have been determined as being of primary importance to the success of gaining this qualification within the time frame.

ICV has defined satisfactory progress as successfully completing more than 50% of units undertaken in a one-study period.

The initial LLN assessment, conducted at the time of orientation before course commencement, will enable ICV to determine the level of ACSF the learner possessed before training commencement.

ICV will provide advice and guidance to learners who’s LLN assessment outcome is lower than the required entry level; this advice is generally focused on how they can increase their LLN skills and knowledge.

Reasonable adjustment will be provided for participants with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

Learners may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Learners are asked to agree to the assessment arrangements in the learner assessment workbook provided for each unit.

Monitor Course Progress procedure.

1. Students are expected to make satisfactory progress in their course of study with the support and assistance from the ICV’s academic staff and trainer/assessor.
2. Students are expected to complete their course of study within the specified time period outlined in the training plan.
3. At ICV students are treated equitably, fairly and impartially during the process of managing their course progress to satisfactory completion.
4. If student not able to submit the first two units, ICV will contact and issue warning letter.
5. Students are provided with timely, clear and accurate advice regarding their satisfactory or unsatisfactory course progress.
6. The ICV will maintain accurate and complete records of monitoring and managing a student’s course progress e.g. file notes, letters, emails, notification to students, intervention contract and outcomes.
7. Students at risk must be given every support and reasonable opportunity to achieve success in their course of study with appropriate and timely interventions. If student not able to submit 50 per cent of the studied units assessment, ICV will send the intention to withdraw from the course.
8. Appropriate support and intervention strategies must be developed, implemented and monitored for students at risk, by the Student Support Officer, RTO Manager and Trainer/Assessor.
9. Students are provided with information about the ICV’s Complaints and Appeals policy and procedure.

For detail refer to “Course Progress policy and procedure”

Additional Academic, Language and Learning Support

Students who require additional academic support will be referred to RTO Manager if they need assistance in meeting course requirements. The mentioned personnel can assist with welfare support at no additional cost as follows:

- Study Skills
- Timetables
- Learning Support Strategies

BSB80120 – Graduate Diploma of Management (Learning)

- Academic issues
- LLN Support - Help with oral and written English expression, reading comprehension and listening is available on an individual basis or as a part of a small group.
- NYC results
- Course progress/attendance/availability requirements
- Referral to external support services (no charge for referral, however services will be at the students cost)

If the student needs exceed ICV support capacity, then at no cost for referral, the student can be referred onto a specialist from the following providers:

- Centrelink 13 10 21
- Reading and writing hotline 1300 655 506
- AMES 13 26 37
- Beyond Blue 1300 22 4636
- To read the FAQ put out by Centrelink and you can possibly receive assistance click on this link

http://www.centrelink.gov.au/internet/internet.nsf/services/literacy_numeracy.htm

STUDENT AT RISK

ICV has intervention strategies, including student support services available to enable learners to complete qualifications in expected time frame. A training plan given to all learner through which they track their learning and assessment due dates. Student at risk of not completing within the time frame are identified timely and early intervention strategy will be implemented immediately to avoid the student at risk and not able to complete their qualification.

Students failing to achieve a competent result in the first two units of the course started are automatically regarded as being “student at risk”, as these units have been determined as being of primary important to the success of gaining this qualification within time frame.

The first term units of their first study period started as per their timetable.

ICV has defined satisfactory progress as successfully completing more than 50% of units undertaken in a one-study period.

International Students who do not make satisfactory progress over two consecutive study periods will be reported to DoHA in accordance with the requirements of the ESOS national code.

ICV has implemented the DOHA course progress policy and procedure for international students.

For detail: refer to “Course Progress policy”.

STUDY COMPLETION WITHIN EXPECTED TIMEFRAME

ICV has policy related with student course completion within expected timeframe. ICV monitoring the workload of learners to ensure they complete the course within the duration specified in their eCoE and do not exceed the allowable learning period. ICV intervention strategy and individual training plan help trainer and students to

BSB80120 – Graduate Diploma of Management (Learning)

complete their work within timeframe. Student with difficulty in their course progress will be identified early through the ICV student at risk policy and monitoring their progress. The end of term ICV assessor collect the self-paced learning formative activities will also enable ICV to identify the student struggling their course completing within timeframe. ICV only enables learners to extend the expected duration of study for the course through issuing of a new eCoE in limited circumstances only on compassionate and compelling circumstances. A copy of policy and procedure is made available to staff and learners through ICV website, employee manual, student handbook and during induction/orientation.

For detail: refer to “Course completion policy and procedure”.

VISA CONDITIONS (OVERSEAS STUDENTS)

ICV ensures that orientation for all international students is appropriate and through orientation programme should be accessible to all overseas students and allow for late arrivals and students who being at different entry points. In ICV orientation programme mention the course progress and attendance requirement as requirement of their visa condition. ICV follow DoHA course progress policy and not monitoring attendance for reporting purpose. ICV student need to attend 80% of their classes in their study period to maintain their visa condition. ICV monitor their course progress and only report Department of Education and Training and DoHA through PRISMS student who failed to achieve the course progress in two consecutive terms. The attendance monitoring requirement will be only for student to fulfil their Visa condition requirements. Student must complete minimum of 50% completion in one study period to maintain satisfactory attendance in course and course progress for each study period as required.

For detail please refer to “Course Progress and attendance policy”.

ACCESS AND EQUITY

ICV is inclusive of all learners regardless of sex, race, impairment, or any other factor. The RTO Manager has access and equity as a nominated part of his duties.

ICV provides all staff with copies of Access and equity, which they must adhere to. Staff and learners, in their induction to ICV, are made aware of ICV access and equity policy and that they may contact by RTO manager for information and/or support and ICV access and equity policy.

For detail: refer to “Course progress policy” and “Access and Equity Policy”.

TUITION PROTECTION SERVICE FOR OVERSEAS STUDENTS

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study.

ICV ensures under TPS that international students are able to either in any unlikely event:

BSB80120 – Graduate Diploma of Management (Learning)

- Complete their studies in another course or with another education provider or
- Receive a refund of their unspent tuition fees

Under TPS guarantee student will be able to continue their course even unlikely ICV stop providing the training and assessment as agreed and does not meet their default obligations.

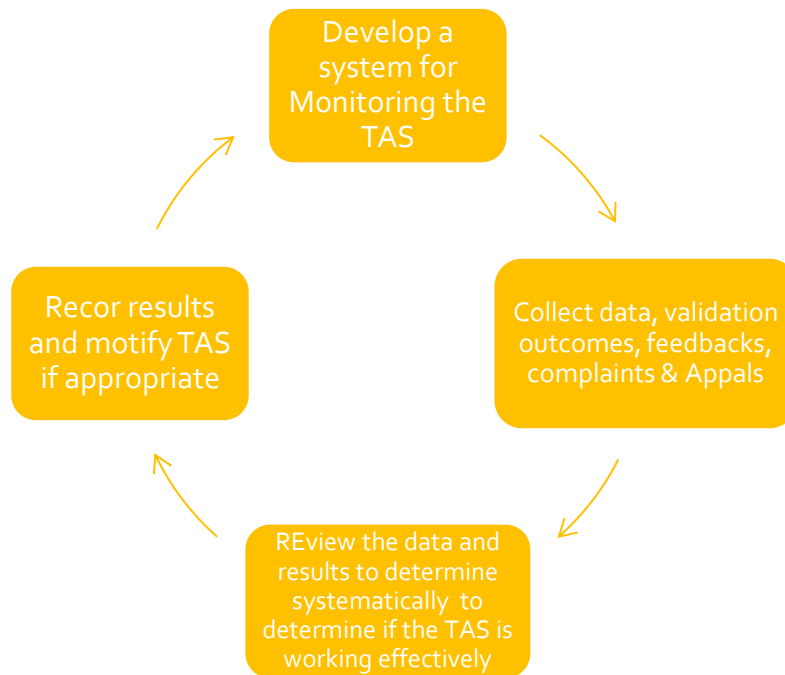
For detail please refer to “TPS policy and procedures”

CONTINUOUS IMPROVEMENT APPROACHES

This TAS will be reviewed as required by changes to the Training Package, organisational resources and client needs. A systematic approach will also be used to review the TAS on basis of data collection quarterly. All recommendations for changes will be discussed in validation or trainer’s meeting by trainers, assessors, and the RTO manager. These changes will be implemented when / if approved by CEO/PEO. Refer to continuous improvement plan calendar for details.

- ICV runs annual internal reviews and validation timetable for the qualification.
- ICV industry consultation meeting outcomes and feedback provided by industry experts.
- ICV learning and assessment evaluation process outcomes.
- ICV well as collecting quality indicators, ICV collects student feedback after each unit finished at the end of the term and collects post course feedback. Findings will be discussed during the continuous improvement component of all staff meetings. A continuous improvement log with actions is also maintained.
- Course transition will be monitored through various sites including TGA, AQSA, NCVET and training packages at work.
- ICV will continually gather feedback from industry consultant/expert.

ICV continuous improvement policy and procedure in the below flow diagram:



MONITORING AND REVIEW OF TRAINING AND ASSESSMENT STRATEGY

Systematically monitoring the TAS

- ICV will follow the schedule of the validation as part of the reviewing the training and assessment strategy.
- ICV industry engagement, pre – validation plan, post validation (Judgement) plan will also part of monitoring and review of the training and assessment strategy
- Trainer’s meeting minutes that indicate reviews of training and assessment strategy
- Feedback from stakeholders on assessment and assessment process
- Quarterly internal reviews (Quality assurance and risk assessment evaluations)
- Revised assessment processes indicting action taken to improve quality and consistency of assessment tools.
- Systematic TAS review, feedback from trainer/assessor and learners feedback analysis.

RTO Manager will keep the records of validation and other data collections that will also involves reviewing, comparing and evaluating assessment tools, assessment process, learner need identified and the evidence contributing to judgements made by a range of assessor against the same competency standards.

Systematically evaluating the TAS

FEEDBACK

Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and post validation processes. Feedback will be sought through the following process:

- Clear and constructive feedback on the assessment decision
- Students feedback in middle and end of the qualification
- Feedback on individual units at the end of the unit
- Trainer's feedback on individual units at the end of unit and overall evaluation after each term.
- AQTF Student and Employer Survey
- ICV Student Feedback via survey

TRANSITION

The RTO manager is subscribed/visit on their websites to the following email updates to ensure the ICV is advised to any changes to the Training Package:

- Training.gov.au
- Skills IQ updates
- Velg Training Newsletters
- ASQA newsletter
- NCVET newsletter

When there is a change to the Training Package that impact on this TAS, the RTO manager will notify all staffs that are affected as soon as possible.

The RTO manager with ASQA's general direction: Transition and teach out. When there are major changes to the Training Package, the RTO manager and management team will review the changes made and create a plan to transition to the new training package requirements and cater for teach out arrangements for students where required. The progress of the transition and teach out will be monitored by the RTO manager and the management team.

Transition arrangements must be completed within **12 months** of changes being notified and teach out within 6 months following the expiration of the transition period.

TRAINING AND ASSESSMENT STRATEGY

BSB80120 – Graduate Diploma of Management (Learning)

ENDORSEMENT	
Signature:	<i>Gopal Pokharel</i>
Print Name:	Gopal Pokharel
Date:	18/04/2023
Review Date:	18/04/2024