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Training and Assessment Strategy (TAS)

This training and assessment strategy (TAS) describes Sydney Metropolitan International College's (SMIC) strategy for delivery of a national VET qualification and shows how the program will meet industry needs and the learning needs of students. It has been developed to address the requirements of clauses 1.1 -1.4

The purpose of this Training and Assessment Strategy is to provide guidance to RTO staff and the trainers who will be delivering the training, supporting students and marking assessments.

This document forms the project brief and plan of implementation and as such will undergo a process of continuous improvement through feedback from staff, trainers and students.

The following documents are available as supporting documentation:

- Trainer matrix
- Assessment mapping
- Industry consultation summary
- Allocation of Trainers, Rooms, Time and Student Group

In Summary:

Qualification: BSB80120 - Graduate Diploma of Management (Learning)

Mode: Classroom

Duration: 52 weeks - 40 weeks' tuition plus 12 weeks of breaks

Unit Structure: Single units

Training Method: Trainer led, face-to-face in a classroom setting

Assessment Method: Written Knowledge Assessments, Projects, Case Studies, Practical Demonstrations and Assessor Observations

Target Client: International Students

Contact time: 20 hours in a classroom setting – 2.5 days per week for 4 x 10-week terms

The Qualification	
Introduction	<p>This Training and Assessment Strategy has been developed to meet the needs of international students who are seeking to undertake the Graduate Diploma of Management (Learning) via completing a full time campus based training program.</p> <p>Students can complete the program through completing the learning activities and assessment tasks and also complete part of the qualification via RPL or Credit Transfer.</p> <p>This qualification reflects the roles of individuals who apply highly specialised knowledge and skills in the field of organisational 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 organisation. Typically, they would have full responsibility and accountability for the personal output and work of others.</p> <p>This qualification may apply to leaders and managers in an organisation where learning is used to build organisational capability. The job roles that relate to this qualification may also include RTO Manager and RTO Director.</p>
Code and Title of Qualification	BSB80210 - Graduate Diploma of Management (Learning)
Licensing / Legislation Requirements	<p>No licensing, legislative or certification requirements apply to this qualification at the time of publication of the training package. Current legislation is available online at www.austlii.edu.au</p> <hr/> <p>Industry legislation that may be involved in the delivery of this program include:</p> <p>Federal Legislation:</p> <ul style="list-style-type: none"> • Workplace Relations Act 1996 • Human Rights and Equal Opportunity Commission Act 1986 • Competition and Consumer Act 2010

	<ul style="list-style-type: none"> • Equal Opportunity for Women in the Workplace Act 1999 • Age Discrimination Act 2004 • Disability Discrimination Act 1992 • Racial Discrimination Act 1975 	
<p>Packaging Rules</p>	<p>Total number of units = 8</p> <p>This qualification has 3 core units</p> <p>8 elective units must be selected, of which:</p> <p>5 elective units, of which:</p> <ul style="list-style-type: none"> ▪ 3 units must be selected from the electives units listed ▪ For the remaining 2 elective units: <ul style="list-style-type: none"> ▪ Up to 2 units may be selected from the elective units listed ▪ If not listed, up to 2 units may be selected from an Approved Diploma, Graduate Certificate or Graduate Diploma from this or any other currently endorsed Training Package qualification or accredited course <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>	
<p>Core and Electives Units</p>	<p>Code</p>	<p>Unit Title</p>
	<p>BSBHRM613</p>	<p>Contribute to the development of learning and development strategies</p>
	<p>BSBLDR811</p>	<p>Lead strategic transformation</p>
	<p>TAELED803</p>	<p>Implement improved learning practice</p>
	<p>BSBINS603</p>	<p>Initiate and lead applied research</p>
	<p>BSBSTR801</p>	<p>Lead innovative thinking and practice</p>
	<p>BSBLDR601</p>	<p>Lead and manage organisational change</p>
	<p>BSBSTR602</p>	<p>Develop organisational strategies</p>
	<p>BSBCRT611</p>	<p>Apply critical thinking for complex problem solving</p>
<p>The Learner</p>		

<p>Entry Requirements</p>	<p>No entry requirements are specified in the Training Package. However, the subjects require a degree of maturity and commitment with students being involved extensively in practical demonstration and simulated work sessions. Students must be a minimum of 18 years of age.</p> <p>The following entry competencies are mandatory:</p> <ul style="list-style-type: none"> • Be able to read, comprehend and write a range of texts within a variety of contexts • Be able to use and respond to spoken language including some unfamiliar material within a variety of contexts • Completed an Advanced Diploma qualification AQF 6 or Bachelor qualification AQF 7 <p>All potential students are required to participate in an interview with the Director of Studies to check their suitability and capacity to undertake the course. The interview may be in person or via the phone/skype.</p> <p>Pathways Pathways into the qualification Preferred pathways for candidates considering this qualification include: BSB60215 Advanced Diploma of Business or other relevant qualification OR another qualification that is higher. A student may have vocational experience in a range of work environments in senior support roles but without a qualification.</p> <p>Pathways from the qualification Master of Business Administration or a range of other Masters AQF 8 qualifications</p> <p>Academic Entry Requirements The course will be available for those who have completed Year 12, a Advanced Diploma qualification AQF 6 or equivalent. Note that some prospective international students may be required to have Year 12 equivalent or higher when applying for their visa. More information on student visas at https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500</p> <p>The purpose of the Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.</p>
<p>Target Student Characteristics</p>	<p>The target group for this qualification is international students that require high level Business skills to be able to work in the business sector. International Students may apply from off-shore or on-shore.</p> <p>Potential students typically are: -</p> <ol style="list-style-type: none"> 1. often from a younger age range 20 - 24 years old 2. from varied cultural backgrounds 3. limited or no experience in the field

	<p>4. no or limited access to an Australian business workplace 5. usually educated to at least year 12 or equivalent. 6. Will have completed pervious qualifications within Australia</p> <p>A number of students will also have completed the Cert IV, Diploma in Business Administration or Advanced Diploma of Business with SMIC and be continuing their educational journey.</p>
<p>Professional Accreditation</p>	<p>There is no compulsory professional association for managers, however there are a variety of professional bodies such as Australian HR Institute to support the promotion of human resources and learning development</p>
<p>Language, Literacy and Numeracy requirements</p>	<p>English Entry Requirements International Students are required to have English ability at the IELTS 5.5 with no band less than 5.0 (International English Language Testing System) level or higher, since written and oral forms of communication are an important part of the course.</p> <p>IELTS is the preferred test for English proficiency; however, results of other English Language testing systems like PTE may also be accepted. Students must show certified proof of their proficiency or proof of having passed an English Language Test in the last two years.</p> <p>If the student has successfully completed and been issued a qualification at Diploma AQF 5 or above this will accepted as the equivalent of English Entry Requirements</p> <p>Course information material contains written documentation and some numerical calculations.</p>
<p>Technology Literacy Requirements for this Qualification</p>	<ul style="list-style-type: none"> • Sound computer skills are required that include using intermediate level of Microsoft Office features. Ability to produce and present word, excel and powerpoint-processed documents/ reports. • Ability to obtain, interpret, evaluate and present information from a variety of sources (reading or the internet or via other assistive technology) <p>Students are required to provide their own laptop computer that is compatible with Australian power voltage requirements.</p>
<p>Reasonable Adjustment Procedures</p>	<p>Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study.</p> <p>Reasonable adjustments may include the use of adaptive technology, educational support, alternative methods of assessment such as oral assessment.</p>

	<p>Assessors will note any specific adjustment made and this will be recorded in the student's file.</p> <p>SMIC seeks to assist students achieve the required competency standards where it is within its ability. Where a student cannot be assisted she/he will be referred to an agency that can assist.</p> <p>It is noted that international students are unlikely to have any health/disability issues due to visa requirements.</p>
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<p>Student Support, Welfare and Guidance</p>	<p>SMIC assists all students in their efforts to complete their training program. In the event that a student is experiencing any difficulties with his/her studies the student is to contact the trainer as the first line of support. If the matter requires more attention, then the student will be referred to the Director of Studies to assess the nature of the underlying problem and they will develop an appropriate action plan. At this point an analysis of the nature of the problem will be undertaken to identify the key issue(s) such as language problems, time management problems, conceptual understanding etc.</p> <p>Once a mutually agreed upon plan of action has been set out, this will be documented in the student file with feedback to the trainer including timelines for the actions to be undertaken and assessed for success or re-evaluation. SMIC will make available its full resources to ensure the student achieves the required level of competency in the qualification.</p> <p>Where the student is experiencing any personal difficulties she/he should be referred to the Director of Studies who will seek to assist. If the student's needs exceed SMIC's support capacity, it will refer the student to an appropriate external agency. There are no fees charged for referral, although fees may apply for the accessed service.</p>
<p>Academic Intervention</p>	<p>If a student is failing to make academic progress SMIC has a strategy to address the issue. The student may be asked to:</p> <ul style="list-style-type: none"> • Meet with the Director of Studies to develop a plan which may include attending 'catch up' classes • Being provided with additional material • One on one lessons with their Trainer • Undertaking a supervised re-assessment. • Repeating the Unit.
<p>Nature of Guarantee to Students</p>	<p>SMIC is committed to completing the outlined training and assessment once students have commenced their study and meeting all of its student responsibilities.</p> <p>In the event of being unable to commence or complete the course, SMIC will, if possible, arrange for agreed training and assessment to be completed through another RTO (Fees may be incurred).</p> <p>Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, SMIC will provide a refund of any unused portion of the fee.</p>

The Consultation Process	
<p>Consultation Contributing to Development of Training and Assessment Strategy.</p>	<p>The significant involvement of industry stakeholders in an RTO’s design and delivery of training and assessment programs is inherent in the VQF. This includes the requirements that training and assessment strategies be developed in consultation with industry stakeholders, that assessment of knowledge and skill be at the standard required in the workplace, and that evidence confirms that workplace and regulatory requirements are met.</p> <p>SMIC ensures that its training and assessment activities meet the needs of the business services industry through researching industry requirements from a variety of sources including the PcW Skills for Australia a Service Skills Organisation. This awareness of the current business environment is further supported in the classroom by invited guest speakers from Industry and excursions to local employers and business owners. The richness of this approach enables SMIC to confidently choose electives and assessment techniques that reflect current industry requirements.</p> <p>SMIC is committed to delivering training programs that build industry capacity. To do this, feedback from a range of industry engagement strategies has been used to guide the development of this training product and the selection of elective units;</p> <ul style="list-style-type: none"> • Direct engagement • Industry networking • Industry monitoring <p>A copy of industry engagement is retained on file. Other industry engagement includes;</p> <ul style="list-style-type: none"> • Review of Business Services March 2019 Skills Forecast https://www.skillsforaustralia.com/ • The Career Outlook for Training Professionals in 2019: https://trainingindustry.com/articles/professional-development/career-pathways-in-ld-the-career-outlook-for-training-professionals-in-2019/ • Australia Government JobOutlook research information https://joboutlook.gov.au/FutureOfWork <p>Purpose is to:</p> <ul style="list-style-type: none"> • obtain a perspective on national skill needs and trends • obtain information about the requirements of training and assessment for the industry <ul style="list-style-type: none"> • Analysis of duty statements and job descriptions

	<p>Purpose of the analysis is to give SMIC a current view of duties and tasks expected of staff who hold a Graduate Diploma of Management (learning)</p> <ul style="list-style-type: none"> • Guest Speakers Purpose is to: <ul style="list-style-type: none"> • present students with a current view of Australian business practice in learning & development • provide Trainers with opportunity to engage directly with local organisations and to maintain their understanding of business issues in learning & development • Student excursions Purpose is to: <ul style="list-style-type: none"> • provide students with exposure to real workplaces and business issues • provide Trainers with opportunity to engage directly with local industry and to maintain their current understanding of business issues <p>It is worthwhile noting that SMIC’s students are all international who will not be eligible to remain in Australia at the completion of their course, so a broad understanding of Australian business operations and requirements is more practical than a narrow focused approach to understanding business operations.</p>
<p>Key Discussion Points</p>	<p>The importance and need for solid broad based business skills that enable an international student to grow and to learn to operate efficiently and effectively across a range of job roles.</p> <p>Input into selection of electives units as most appropriate and broad based, and checking the applicability of TAS, assessments and trainer qualifications and background.</p>
<p>Consultation and Recommendations from consultation</p>	<p>In addition, SMIC also researched further industry information, as below.</p> <p>The Business Services March 2019 Skills Forecast highlighted the need for</p> <ul style="list-style-type: none"> • The central theme is the fundamental nature of transferable enterprise skills in the Business Services workforce of the future. These skills can generally be grouped as follows: 1) Business competence 2) Critical thinking and problem solving 3) Social competence 4) Data literacy 5) Digital competency - see page 12 • The pace of digital growth across Australian businesses is rapidly accelerating, with the economy realising significant benefits in embracing mobile and internet technologies to transform many manual operations.²¹ The rise of technologies that were once inconceivable, such as artificial intelligence and

	<p>virtual reality, are now becoming embedded in a variety of business functions. PwC’s 2018 Global CEO survey revealed emerging technologies will help shape human needs in new and profound ways (such as telemedicine, for example). This will create new industries and previously unforeseen job roles that will encourage greater creativity and be more fulfilling.²² The emergence of a number of new digital platforms are creating the need for workers across industries to be adaptable and agile in the face of constant change and technological advancement. See page 14</p> <p>https://s3-ap-southeast-2.amazonaws.com/pwcau.prod.s4aproduct.assets/wp-content/uploads/20190621112955/Business-Services-2019-Industry-Skills-Forecast-Final-AISC-Submission.pdf-1.pdf</p> <p>All will require people to be trained and be trainers in change management and human resources areas which this qualification relates directly to.</p> <p>Documents consulted</p> <ul style="list-style-type: none"> • Business Services March 2019 Skills Forecast • Qualification details for BSB80120 Graduate Certificate in Management (learning) and associate companion volume for BSB Training Package
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Factors in Delivery and Assessment	
Risk	<p>Risk associated with participation in the training and assessment for this qualification has been evaluated as:</p> <p>Tick one:</p> <p style="text-align: center;"><input type="checkbox"/> high <input type="checkbox"/> medium <input checked="" type="checkbox"/> low.</p> <p>Students will be completing training on campus. This situations does not pose any undue physical or emotional risks and the usual WHS induction and processes will be operating at the college.</p>
Contextualising	<p>The aim of contextualising is to ensure training and assessment practices and resources are responsive to current industry needs. To show how the RTO’s equipment, simulations, procedures, infrastructure, etc. meet current industry practices.</p> <p>Contextualising is the activity undertaken to make units of competency relevant and meaningful to students. It is about training in a specific context with a specific group of students. According to adult learning principles, people learn best when learning is seen as immediately relevant.</p> <p>The training program has been contextualised by using:</p> <ul style="list-style-type: none"> ▪ Typical operational work tasks, as appropriate so as to develop meaningful, relevant skills and understanding ▪ Trainers sharing their own workplace experience and stories. ▪ Using a range of typical workplace policies and procedures, as appropriate <p>The assessment materials have all been purpose designed.</p>
ACSF Specifications and Foundation Skills	<p>Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF) and the Employability Skills/Core Skills for Work, identified by employers as critical for effective performance in the workplace such as problem solving, teamwork and digital literacy.</p> <p>They exist on a continuum from very basic skills to highly-developed and specialist skills. The foundation skills have been addressed in the assessment as part of the performance criteria for this unit.</p> <p>Graduate Diploma AQF 8</p> <p>Summary</p> <p>Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.</p>

	<p>Knowledge</p> <p>Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice</p> <p>Skills</p> <p>Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <p>analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others</p> <p>Application of knowledge and skills</p> <p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p>
<p>Arrangements with Other Providers</p>	<p>There are no arrangements with other providers</p>
<p>Training and Assessment Staff Requirements</p>	<p>A qualified Trainer and Assessor must possess the following:</p> <ul style="list-style-type: none"> ▪ TAE40116 Certificate IV in Training and Assessment ▪ Graduate Diploma of Management (Learning) or Human Resources with major in Learning & Development or higher level than the qualification that is being taught ▪ industry currency <p>Though the above qualifications are standard for employment, the underlying importance is vocational and industry currency in the units being taught and assessed.</p> <p>Specific details of the trainer’s delivery/assessment capabilities can be found in the separate trainer matrix.</p>
<p>Delivery</p>	
<p>Delivery and Assessment Arrangements</p>	<p>The face-to-face delivery includes lecture, videos, group activities, pair work and class presentations. The program is designed to allow for the adoption of a range of learning approaches to cater for differences in learning preferences, learning interests and needs, and variations in learning opportunities. Students are expected to attend all scheduled training sessions and they are expected to undertake reading and research activities in their own time in conjunction with the delivery of face-to-face theory and practical sessions.</p> <p>Theory sessions: Theory will be delivered to set up the content of the unit so that the students are prepared for practical application of the theory in simulated situations, within the classroom. These theory focused classes provide the underpinning knowledge and skills</p>

	<p>demonstrations. They also set up the learning tasks (in readiness for assessment). Theory classes will be conducted by delivering presentations and short videos, listening to podcasts and watching TED talks, conducting question and answer sessions, working through the student workbooks and completing learning activities.</p> <p>Practical group sessions: These sessions follow or are integrated with the theory sessions. Practical group sessions provide an environment for students to work on practical learning for each unit. This is done under the guidance of the trainer. Demonstrations, scenarios and role plays are provided in these small group settings. Students are encouraged to support each other in pairs and small groups.</p> <p>Delivery modes, incorporating amount of training and volume of learning.</p> <p>The training program is delivered for 20 hours per week in four x 10 week terms over 12 months in face to face classroom mode. The training activities are scheduled at set times, not to restrict flexibility but to enable the learner to be able to make appropriate arrangements that fit in with their personal activities which typically includes part time work.</p> <p>The written learning activities reinforce theoretical knowledge, and skills are practiced in a simulated workplace environment where learning will be placed into context. This is supported by self-reflection exercises. Evidence shows the value of reflection to aid learning and the development of student skills and confidence levels. This qualification does not involve any work placement.</p> <p>The decision on the amount of training was based on the characteristics of the student cohort, being international students, who typically are working part-time, across a wide variety of industries and who are in Australia on a 1-year student visa.</p> <p>This program is delivered over 52 weeks, including breaks, and comprises 800 supervised training hours over that period. In addition, successful completion of this course will require learners to engage in unsupervised out of class study. Students need to allocate 5 hours of self-study time per week during each term, a total of 400 unsupervised hours, for revision and assessment preparation to enhance their understanding.</p> <p>Therefore, total volume of learning (i.e. including supervised and unsupervised learning of homework) is 1200 hours over the period.</p> <p>Regardless of the mode of delivery, the volume of learning represents a guide to the relative teaching time and student effort required to successfully achieve a particular competency.</p>
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	<p>The program has been specifically developed & scheduled to allow learners time to reflect and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills & knowledge before being assessed.</p> <p>Unit of competency requirements: See Appendix A for a full list of all assessment resources required for each unit of competency</p>
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Delivery sequence and timetable
Summative assessment tasks are due 2 weeks after the completion of each unit. Assessment due dates are given to students at the beginning of the course and each term.

The term break can also be used to provide additional learning support for any students at risk. Evidence collected will comply with the rules of evidence. The trainer details and training room allocation are contained in the Course Timetable.

UNITS OF COMPETENCY	Delivery weeks	Assessment due
	Term 1	Week
BSBLDR601 Lead and manage organisational change	1-5	7
BSBHRM613 Contribute to the development of learning and development strategies	6-10	12
Term break – 2 weeks	11-12	
	Term 2	Week
BSBLDR811 Lead strategic transformation	13-17	19
TAELED803 Implement improved learning practice	18-22	24
Term break – 2 weeks	23-24	
	Term 3	Week
BSBCRT611 Apply critical thinking for complex problem solving	25-28	30
BSBINS603 Initiate and lead applied research	29-34	36
Term break – 2 weeks	35-36	
	Term 4	Week
BSBSTR801 Lead innovation thinking practice	37-41	43
BSBSTR602 Develop organisational strategies	42-46	48
Annual Christmas and New Year break – 6 weeks	47-52	

Delivery Arrangements	<p>This program is delivered at SMIC’s Campus as set out in the course timetable. The learning activities include</p> <ul style="list-style-type: none"> • Classroom sessions
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	<ul style="list-style-type: none"> • Online LRES workbook and Practical exercises • Additional On-line in class learning activities and case studies <p>Weekly Delivery Structure 20 hours' classroom training. 2 days per week 8.30am to 5.00pm with 30-minute lunch break. Half-day session- 4 hours. An evening shift from 5.00pm to 10.00pm Monday to Thursday</p>
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LEARNING AND ASSESSMENT MATRIX	Learning Method	Assessment Activities	
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		Classroom	Written Activities	Practical tasks or case studies
BSBLDR601	Lead and manage organisational change	X	X	X
BSBHRM613	Contribute to the development of learning and development strategies	X	X	X
BSBLDR811	Lead strategic transformation	X	X	X
TAELED803	Implement improved learning practice	X	X	X
BSBCRT611	Apply critical thinking for complex problem solving	X	X	X
BSBINS603	Initiate and lead applied research	X	X	X
BSBSTR801	Lead innovative thinking and practice	X	X	X
BSBSTR602	Develop organisational strategies	X	X	X

	<p>Written Tasks: The student is required to respond to a range of questions contained in the Assessment Booklet. Written tasks may include written answers, case studies, written project tasks, research activities. The student may research their answers from the learning materials, available references, libraries/data bases and the internet</p> <p>Demonstration Assessment Tasks: The student is required to undertake practical assessments in keeping with training package requirements. This may involve projects and portfolios plus undertaking a range of specific activities whilst being observed by the assessor including simulations, role plays case studies and/or scenarios.</p>
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Assessment System

Assessment Arrangements	<p>In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative.</p> <p>Formative assessment tasks are in the students' workbooks. Summative assessment tasks are due at the end of each unit. Evidence collected will comply with the rules of evidence.</p>
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	<p>Assessment tasks include assessor observation, projects, case studies and written tasks. Students will be provided with the opportunity to clarify assessment outcomes during class time. All students will be given written feedback.</p> <p>Assessments are conducted by staff who hold the relevant qualifications.</p> <p>Recording information</p> <p>It is a requirement that assessors record detailed information of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student.</p> <p>The Assessment Summary Record is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>The completed assessment record is retained by SMIC as it may be required for audit purposes and internal review and moderation.</p> <p>Students who are assessed as not competent are provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.</p> <p>Re-assessment</p> <p>Students will be allowed two (2) further attempts at an assessment for which the outcome is Not Satisfactory, within the timeframe of a course (unit of competency). No additional fees will be charged.</p> <p>Students who require re-assessment beyond the delivery timeframe of a unit or due date of an assessment, unless it is due to medical reasons, will be given the opportunity to request an additional time to resubmit and in this time, they can request a mentoring session if required. After that they may be charged a re-assessment fee.</p>
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<p>Principles of Assessment</p>	<p>Principles of assessments describe the process of assessment and were considered in the following manner:</p> <p>Reliability - The principle of reliability within the assessment resources is adhered to by all students being required to do the same assessments. There is flexibility around this to meet the needs of individual students, as discussed below. Reliability is also built into the course by the students being asked to demonstrate their knowledge and skill over a period of time and being asked to demonstrate it in a variety of different ways, e.g., first through completion of theory on the topic and written materials on how to do a task, then practical assessment tasks.</p> <p>Reliability is also ensured through:</p> <ul style="list-style-type: none"> ▪ Clear and detailed instructions to students and assessors, ▪ The provision of a marking guide for all assessments <p>Fairness - Information is provided to students about the assessment and learning process via the website, which is available prior to enrolment and further details are given at enrolment and at the induction and orientation training day.</p> <p>Fairness is also about the assessor using their professional judgement on whether students are competent or not. Consistency across assessors is achieved by SMIC’s policy on assessment which all assessors abide by and through providing marking guides for each unit studied.</p> <p>SMIC’s validation of performance judgements also assists with consistency in marking & assessing across assessors and students.</p> <p>Validity - Assessments are initially validated prior to being released and are designed to reflect different aspects of working within the business/management sector.</p> <p>Flexibility - There is flexibility around how the assessments might be delivered. This may involve aspects such as:</p> <ul style="list-style-type: none"> ▪ the practical assessments which state the student is to do the task to a workplace standard, using provided workplace policies and procedures with students to do the tasks according to the standard of a workplace ▪ theory assessments cover a range of different scenarios, ▪ individual needs of students are met as required as the student alerts SMIC of their need
<p>Rules of Evidence</p>	<p>The rules of evidence describe the requirements of assessment and are applied in the following manner:</p>

	<p>Currency – practical demonstration activities in the classroom ensure that the students are demonstrating current skills and knowledge. Written assessments are reviewed systematically to ensure that they meet industry requirements.</p> <p>Sufficiency - Students are required to complete both written assessments and practical tasks. Assessments require, according to the specifications in the unit, that evidence is captured over a period of time and in a variety of different means. The assessment mapping ensures that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.</p> <p>Validity - The tasks that the students do are set, and reflect the units of competency. They cover skills required of an individual working in administration or management. All tasks directly reflect the unit of competency.</p> <p>Authenticity – students are known to the trainer/assessor so they are aware of what is typical of the student. Students also need to sign an authenticity declaration as part of submitting their work.</p>
<p>RPL/Credit Transfer</p>	<p>RPL: Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). Application may only be made after enrolment and payment of fees and must be made using the Application Form that will be provided during orientation.</p> <p>Where RPL is granted appropriate adjustments to the student’s CoE will be made and DET advised via PRISMS.</p> <p>Credit transfer: Students who have completed units from their course at other institutions will be given recognition on presentation of a verified transcript, Award or Statement of Attainment. SMIC will verify the authenticity of all documents.</p>
<p>Context of Assessment</p>	<p>See appendix A for specific listing of the context for each unit</p> <p>The Training Package requires access to an actual workplace or simulated environment. SMIC will provide a simulated environment, in line with Training Package requirements, as students are not permitted to undertake work placement.</p>
<p>Infrastructure/ Resource Requirements</p>	<p>The major resources required for training and assessment include;</p> <ul style="list-style-type: none"> ▪ Suitable training room with adequate space for students ▪ Projector & Laptop with relevant presentations ▪ Whiteboard <p>Learner resources:</p> <ul style="list-style-type: none"> ▪ Student learner workbook

	<ul style="list-style-type: none"> ▪ Assessment booklet for each unit ▪ (Additional Library Resource) <p>Trainer resources:</p> <ul style="list-style-type: none"> • Facilitator’s Manual • PowerPoint slides • Assessment booklet and Marking Guide for each unit <p>Required resources</p> <ul style="list-style-type: none"> • The list of required resources is in Appendix A <p>Infrastructure - Simulated Environment</p> <p>Office Environment for the delivery for simulated activities for units</p> <ul style="list-style-type: none"> • Sample organisational Policies and Procedures and management system • Sample resources <p>Evaluations:</p> <ul style="list-style-type: none"> - Learner Satisfaction Survey (for each participant) - Employer Satisfaction Survey (for employer to complete & sign) - Trainer Evaluation of Course form (for trainer to complete & sign) <p>And/or</p> <ul style="list-style-type: none"> • All staff, including contractors, involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification structure. • All staff, including contractors, involved in delivering the program, have access to trainer, assessor and student support materials relevant to their areas of delivery and assessment. • All assessors have access to print and electronic copies of the assessment tools that are used in this program. • SMIC has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. • SMIC has reviewed the equipment and workplace requirements for each unit of competency in the qualification and guarantees that it has access to the plant and equipment needed to implement the program.
<p>Transition Arrangements</p>	<p>Advice is given to existing and potential students regarding new or revised Training Packages via email and/or by the trainers.</p>
<p>Assessment Validation Process Including Industry Consultation</p>	<p>The processes used to validate assessment in this course are:</p> <p>Consultation with industry</p>

	<p>A review conducted annually with industry representatives to check that standards expected of students are consistent with current industry practice, which is reflected in the assessment tools.</p> <p>Key discussion points will be:</p> <ul style="list-style-type: none"> • Repeatability of assessment results • Translation of learning into the workplace • Suitability of assessment methodology for industry • Industry requirements for trainers and assessors <p>This information is analysed and provided to the management team.</p> <p>Internal review/audit</p> <p>The internal review/audit will:</p> <ul style="list-style-type: none"> ▪ examine the training and assessment strategy and identify areas for improvement ▪ review all assessment instruments to ensure they are appropriate for the units of competency and the evidence required. <p>The Assessment Validation Process</p> <p>All assessment methods, tools, evidence used, decision making and processes are validated in the following ways:</p> <p>1. Planning and Development</p> <p>Planning and development of the course is undertaken through consultation with various groups of stakeholders and include:</p> <ul style="list-style-type: none"> • Resource developer, where appropriate • Industry representatives • Evaluation and feedback from students and trainers • Assessments mapped against units of competency, performance and knowledge evidence and context of assessment in the relevant training package <p>2. Implementation</p> <p>A systematic approach to implementation will be employed in the following ways:</p> <ul style="list-style-type: none"> • A trainer will be selected and briefed • Assessor’s Guide and Marking Guides will be used in order to apply consistency in assessment marking • Cohort results are reviewed for each assessment task to identify problem assessment strategies. • Training and learning materials and tools will be evaluated and feedback acted upon • Scheduled validation and assessment judgements (moderation) meetings attended by all trainers, assessors, subject specialists to review evidence gathering tools and assessment tools and decisions.
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	<ul style="list-style-type: none"> Students have access to an appeal process and data is collected from this process and analysed <p>3. Evaluation/Follow up All assessment processes, methods, materials and tools will be evaluated and feedback will be incorporated into ongoing improvement of delivery and assessment tasks.</p> <p>The information collected through this process will be presented to the management team for discussion and monitoring of any improvement actions taken.</p>
<p>Monitoring and Evaluation</p>	<p>Student feedback is collected and analysed. The data will be collected through student evaluation.</p> <p>Completion rates will be monitored during the implementation of the program to identify problem areas.</p> <p>Assessment results are monitored to ensure no assessment task is causing problems across the target audience.</p> <p>Other methods used to monitor and evaluate the delivery and assessment of this qualification include:</p> <ul style="list-style-type: none"> Feedback from industry interviews, Associations and industry groups Staff feedback External and internal audits Quality Indicators <ul style="list-style-type: none"> Student engagement data Employer satisfaction data Completion rates
<p>Records Management</p>	<p>Records are maintained according to standards for RTOs 2015 and SMIC reporting requirements</p>
<p>Approval</p>	
<p>Name</p>	<p>Daya Ram Simkhada</p>
<p>Date</p>	<p>10/03/2022</p>
<p>Review date</p>	<p>10/03/2022</p>

Appendix A – resource listing per unit

Code and Unit of Competency	Conditions of Assessment and resources required:
BSBLDR601 Lead and manage organisational change	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • workplace documentation and resources relevant to organisational change management.
BSBHRM613 Contribute to the development of learning and development strategies	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • relevant organisational policies and procedures • workplace documents and resources relevant to performance evidence • information on current training and assessment requirements.
BSBLDR811 Lead strategic transformation	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • legislation, regulations and codes of practice relevant to business strategic change • workplace plans, mission statements, policies and procedures for strategic change.
TAELED803 Implement improved learning practice	<p>Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment</p>
BSBCRT611 Apply critical thinking for complex problem solving	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:</p> <ul style="list-style-type: none"> ▪ organisational policies and procedures ▪ opportunities to collaborate with others throughout the concept development process ▪ resources required to undertake research, prepare a brief and develop a feedback register.

<p>BSBINS603 Initiate and lead applied research</p>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • workplace policies and procedures relevant to performance evidence • legislation and codes of conduct relevant to research.
<p>BSBSTR801 Lead innovative thinking and practice</p>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • workplace documentation and resources relevant to performance evidence.
<p>BSBSTR602 Develop organisational strategies</p>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> ▪ relevant legislation, regulations, standards and codes ▪ workplace documentation and resources relevant to performance evidence.

Resean for modification of two units in BSB80120 Graduate Diploma of Management in the scope of registration:

1. Adding more contemporary, suitable and relevant strategic business and learning management units within the qualification scope.
2. Replaced BSBLDR602 *Develop and cultivate collaborative partnerships and relationships* and BSBHRM611 *Contribute to organisational performance development* with BSBCRT611 *Apply critical thinking for complex problem solving* and BSBSTR602 *Develop organisational strategies*.
3. The new added unit BSBCRT611 *Apply critical thinking for complex problem solving* fosters higher order thinking skills that help to resolve career and workplace related issues.
4. The another added new unit BSBSTR602 *Develop organisational strategies* facilitates business context, competitive advantage, risk assessments, business strategies, tactics, policies and procedures that help to promote an entrepreneurship.
5. Both added new units are very useful, practical and business skills oriented and suitable for learners who intend to develop leadership and business skills.
6. Removed BSBLDR602 *Develop and cultivate collaborative partnerships and relationships* because this unit fosters very similar knowledge and skills that can be developed by doing BSBLDR811 *Lead strategic transformation* unit.
7. Removed BSBHRM611 *Contribute to organisational performance development* because the unit also endorses very similar knowledge and skills that can be developed by BSBHRM613 *Contribute to the development of learning and development strategies*.