



**Decode College**

success through endeavour

## **Training and Assessment Strategy International Students**

### **BSB61015 Advanced Diploma of Leadership and Management**

Decode College is a registered business name of Sydney Centre for Finance Studies Pty Ltd  
ACN 623 300 078 | RTO number 45455 | CRICOS number 03736B

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

### Program Details

<b>Qualification Code</b>	BSB61015
<b>Qualification Name</b>	Advanced Diploma of Leadership and Management
<b>Qualification Requirements</b>	<p>Four (4) core units and eight (8) elective units are required for the award of the BSB61015 Advanced Diploma of Leadership and Management. Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link:</p> <p><a href="https://training.gov.au/Training/Details/BSB61015">https://training.gov.au/Training/Details/BSB61015</a></p>

### Qualification Description and Target Group

<b>Qualification Description</b>	<p>This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.</p> <p>Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters.</p> <p>They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.</p>
<b>Learner Characteristics/ Target Group</b>	<p>Target groups for the Advanced Diploma of Leadership and Management are international students who are:</p> <ul style="list-style-type: none"><li>• Seeking to pursue a career as a senior manager</li><li>• Seeking a pathway to higher education qualifications.</li></ul>

### Delivery Mode, Duration and Location

<b>Delivery Mode/s</b>	This program is delivered in the classroom and through structured self-study
<b>Program Duration</b>	This qualification will be delivered over 52 weeks, including 40 weeks of training and assessment spread over 4 terms of 10 weeks each and 12 weeks of holidays.
<b>Delivery Site/s</b>	Suite 1A, 34 Macmahon Street Hurstville NSW 2230

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

### Units of Competency

Code	Title	Core/ Elective
BSBFIM601	Manage finances	Core
BSBINN601	Lead and manage organisational change	Core
BSBMGT605	Provide leadership across the organisation	Core
BSBMGT617	Develop and implement a business plan	Core
BSBMKG609	Develop a marketing plan	Elective
BSBMKG608	Develop organisational marketing objectives	Elective
BSBMGT608	Manage innovation and continuous improvement	Elective
BSBWHS605	Develop, implement and maintain WHS management systems	Elective
BSBHRM602	Manage human resources strategic planning	Elective
BSBMGT615	Contribute to organisation development	Elective
BSBDIV601	Develop and implement diversity policy	Elective
BSBMGT616	Develop and implement strategic plans	Elective

### Entry Requirements

Decode College has the following entry requirements:

International students must:

- Be at least 18 years of age.
- Have successfully completed the BSB51915 Diploma of Leadership and Management or equivalent or any other relevant Diploma level qualification.
- Have an IELTS score of 5.5 or equivalent (test results must be no more than 3 years old).
- Be willing to participate in a course entry interview.
- Complete the Language, Literacy and Numeracy quiz for this course (if applicable).

### Pathways

Potential employment options are as a Senior Manager in a range of industry areas.

Students who complete this course may wish to continue their education into a range of higher education qualifications in business or management.

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

### Industry Consultation

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

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

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

### Delivery and assessment overview

The qualification is delivered over 52 weeks comprising of:

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

International students are required to attend 14 hours of classroom training per week (2 days). Self-paced study amounts to 6 hours a week as allowable under the National Code 2018. This is in addition to homework and assignment/assessment preparation.

The total amount of training provided being structured classroom sessions is 420 hours. Self-structured study amounts to 240 hours. Time scheduled for assessment is 140 hours.

Total hours delivery and assessment hours therefore amount to 800 hours and the volume of learning (i.e. including homework) is 1080 hours.

Decode College timetable shows the classroom and days of the week and times during which this course is delivered and assessed. Lesson plans guide learning and assessment activities both in the classroom and for the structured self-study component.

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

Decode College has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 6 months – 1 year and 600 – 1200 hours. It is considered that the duration and amount of training provided will allow international students the opportunity to fully absorb the required knowledge, as well as develop skills over time. This is especially important for international students who are studying in their second language. This amount is not reduced to account for existing competencies, as most learners will not have any prior relevant experience. However, where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.

### Delivery arrangements

- A face to face to face training and self-study mode is employed for this qualification and all training will take place at Decode College training facilities. Units of competency are delivered individually.
- The self-paced component of this course amounts to 6 hours a week. Students are provided with learning materials that they need to read outside of class, as well as specific questions that they need to answer on the study materials for discussion. The learning materials and estimated time to read allocated resources plus answer questions is documented in the session plan for each unit. Decode College ensures that this self-paced study is undertaken through discussions of self-paced study at the outset of each week of study.

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

- A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Decode College provides to international students.
- All students will be provided with a range of learning support options and resources to help them achieve competency.
- Students can also be supported outside of face to face through email and telephone contact with their trainer. Students are provided with their trainer's contact details at their orientation.
- Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.
- Students will be informed of any required reading or activities to prepare for each face to face lesson.
- Students will also be provided with a list of reference materials that can also be accessed to develop their knowledge.
- Decode College uses a range of techniques during face to face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.
- Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the business (or related) role in the workplace.

### Simulated training environment

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

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

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or videos. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

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

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

### Training Materials

Decode College has developed lesson plans for the delivery of training and which are supported by textbooks as follows:

Unit Code	Unit Name	Resource
BSBFIM601	Manage finances	Lesson Plan and PPT
BSBINN601	Lead and manage organisational change	Organisational Change Development and Transformation 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBMGT605	Provide leadership across the organisation	Management Theory and Practice, Kris Cole, 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

BSBMGT617	Develop and implement a business plan	Management Theory and Practice, Kris Cole, 6 <sup>th</sup> Edition Cengage Learning Business Planning Guide (available through <a href="http://www.business.gov.au">www.business.gov.au</a> ) Lesson Plan references relevant chapters in the textbook
BSBMKG609	Develop a marketing plan	Marketing Principles William Pride 2 <sup>nd</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBMKG608	Develop organisational marketing objectives	Marketing Principles William Pride 2 <sup>nd</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBMGT608	Manage innovation and continuous improvement	Organisational Change Development and Transformation 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBWHS605	Develop, implement and maintain WHS management systems	Management Theory and Practice, Kris Cole, 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBHRM602	Manage human resources strategic planning	Human Resource Management 9 <sup>th</sup> Edition Marion Baird Cengage Learning 2016 Lesson Plan references relevant chapters in the textbook
BSBMGT615	Contribute to organisation development	Organisational Change Development and Transformation 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook
BSBDIV601	Develop and implement diversity policy	Human Resource Management 9 <sup>th</sup> Edition Marion Baird Cengage Learning 2016 Lesson Plan references relevant chapters in the textbook
BSBMGT616	Develop and implement strategic plans	Management Theory and Practice, Kris Cole, 6 <sup>th</sup> Edition Cengage Learning Lesson Plan references relevant chapters in the textbook

Note that all learning resources have been reviewed to ensure they meet the unit of competency requirements. Lesson plans are written directly to the unit of competency.

Additional resources are provided within each lesson plan for each unit of competency.

### Facilities and Equipment

- Training rooms, including desks, chairs, whiteboard and overhead projector
- General business and office equipment including telephones, scanners and printers.
- Computers with Microsoft Office and access to the Internet.

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

---

- Learning and assessment materials as outlined in this TAS.
- Any additional resource requirements which are outlined in the assessment conditions are identified within the lesson plans and assessment tools.

In addition, all students who are undertaking the BSB61015 Advanced Diploma of Leadership and Management must have the following resources while in class.

- A laptop that is installed with Microsoft Office or similar.
- USB flash drive
- Textbooks required for course

### Delivery and assessment schedule

A separate and comprehensive timetable has been developed that shows scheduling relevant to the cohort i.e. dates and times. Trainers and assessors will be provided with this timetable.

## Assessment

### Assessment capabilities of students

Prior to entry into the course, the students will be assessed using the Language, Literacy and Numeracy (LLN) Robot quiz designed for this particular course. This quiz will identify if the student has the existing skills and experience to adequately undertake the assessment of this course. In some cases, students will be given an LLN training supplement document which they should work through at their own pace. For more information ask us for a copy of the *International Student Application and Admission Policy*.

If the student has recently completed the Diploma of Leadership and Management or another Diploma qualification in a related field in Australia, the student will not undergo LLN testing.

### Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies and short answer questions. Assessment conditions will ensure a simulated workplace environment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

### Assessment Materials

Assessment materials comprise of:

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

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

---

- **Assessment Record Tool:** includes checklists in which the assessor is to record their assessment decisions.
- **Marking Guide and mapping:** includes benchmark answers for each assessment. Mapping to each unit is also provided.

### Principles of Assessment and Rules of Evidence

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

To ensure these principles and rules are followed, Decode College:

- Requires all students to submit written assessment tasks with a signed 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 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 Assessment Task Booklets. 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 task booklet.

### Reasonable adjustments

Where appropriate, reasonable adjustments are applied to take into account the individual learner's needs. Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else.

### Practical activities guidance

As the assessment tasks for each unit include a practical activity, there will be instances where the trainer/assessor is required to assess the student away from other students. This time amounts to approximately 1 hour per unit per student. Time for the assessment has been scheduled during each unit, allowing sufficient time to complete practical assessment activities. A separate area for practical assessments is also allocated within the Decode College campus. Students not participating in the assessment will be directed by the trainer to continue with their assessment activities.

### Course progress requirements

To maintain satisfactory course progress, students are expected to maintain satisfactory attendance, as well as participate in classroom learning activities. Students are also required to satisfactorily complete all of their assessment tasks. Students will also be monitored to ensure they are able to meet course progress requirements e.g. through assessing their participation in class and completion of learning activities. Where a student is not participating, they will be offered early intervention support.

Where a student fails one or more assessment tasks within a unit, they are to be re-assessed as per Decode College re-assessment policy. If after re-assessment the student fails the assessment, they will be provided with a first warning letter for unsatisfactory course progress and provided with the appropriate intervention to assist them to complete their course in the required duration. Following failure of a second consecutive unit, the student will then be sent a second warning letter and again provided with the appropriate intervention to ensure they meet course requirements. If the student fails a third consecutive unit, they will be sent a notice of intention to report.



# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

---

If the student does not pass one or more assessment tasks following re-assessment, they may be able to re-enrol in the unit if this does not significantly impact their course duration.

### Academic Integrity

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

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

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

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

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

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

### Re-assessment

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of 3 attempts to complete each task and achieve a 'Satisfactory' outcome. The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to complete additional training and assessment to support them in achieving a competent outcome. This will incur an additional fee of \$100 per unit.

### Assessment appeals

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

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

### Training and Assessment Schedule

Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBMKG608	Develop organisational marketing objectives	Term 1 Weeks 1 – 2	Assessment Task 1: Written Questions	Term 1 Week 3
			Assessment Task 2: Marketing performance project	Term 1 Week 3
BSBMKG609	Develop a marketing plan	Term 1 Weeks 4 - 5	Assessment Task 1: Marketing performance project	Term 1 Week 6
			Assessment Task 2: Marketing plan research project	Term 1 Week 6
			Assessment Task 2: Marketing plan development and presentation project	Term 1 Week 6
BSBFIM601	Manage finances	Term 1 Weeks 7 - 9	Assessment Task 1: Written questions	Term 1 Week 10
			Assessment Task 2 Part A: Financial management planning policy	Term 1 Week 10
			Assessment Task 2 Part B: Meet with management team	Term 1 Week 10
			Assessment Task 3: Review budget project	Term 1 Week 10
			Assessment Task 4: Aged Debtor project	Term 1 Week 10

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBWHS605	Develop, implement and maintain WHS management systems	Term 2 Weeks 1 - 2	Assessment Task 1: Written questions	Term 2 Week 3
			Assessment Task 2: WHS management plan project	Term 2 Week 3
			Assessment Task 3: WHS policy development	Term 2 Week 3
			Assessment Task 4: WHSMS implementation review	Term 2 Week 3
BSBHRM602	Manage human resources strategic planning	Term 2 Weeks 4 – 5	Assessment Task 1: Written questions	Term 2 Week 6
			Assessment Task 2: Human resources strategic plan project	Term 2 Week 6
			Assessment Task 3: Human resources strategic implementation plan project	Term 2 Week 6
			Assessment Task 4: Human resources strategic review project	Term 2 Week 6
BSBMGT605	Provide leadership across the organisation	Term 2 Weeks 7 – 9	Assessment Task 1: Written questions	Term 2 Week 10
			Assessment Task 2: Leadership project	Term 2 Week 10
			Assessment Task 3: Media release	Term 2 Week 10
			Assessment Task 4: Work goals and professional development project	Term 2 Week 10
			Assessment Task 5: Ethics project	Term 2 Week 10

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBMGT616	Develop and implement strategic plans	Term 3 Weeks 1 – 2	Assessment Task 1: Written questions	Term 3 Week 3
			Assessment Task 2: Organisational vision and mission project	Term 3 Week 3
			Assessment Task 3: Research and develop strategic plan project	Term 3 Week 3
			Assessment Task 4: Strategic plan performance monitoring project	Term 3 Week 3
BSBMGT615	Contribute to organisation development	Term 3 Weeks 4 - 5	Assessment Task 1: Written questions	Term 3 Week 6
			Assessment Task 2: Organisation development plan	Term 3 Week 6
			Assessment Task 3: Organisation development implementation project	Term 3 Week 6
			Assessment Task 4: Organisation development monitoring and evaluation project	Term 3 Week 6
BSBMGT608	Manage innovation and continuous improvement	Term 3 Weeks 7 - 9	Assessment Task 1: Written questions	Term 3 Week 10
			Assessment Task 2: Continuous improvement and innovation project	Term 3 Week 10
			Assessment Task 3: Continuous improvement and innovation action plan	Term 3 Week 10
			Assessment Task 4: Continuous improvement and innovation implementation analysis	Term 3 Week 10

# Training and Assessment Strategy

## BSB61015 Advanced Diploma of Leadership and Management

Unit code	Unit Name	Delivery period	Assessment Tasks	Assessment timing
BSBMGT617	Develop and implement a business plan	Term 4 Weeks 1 – 2	Assessment Task 1: Written questions	Term 4 Week 3
			Assessment Task 2: Develop a business plan	Term 4 Week 3
			Assessment Task 3: Business plan performance monitoring project	Term 4 Week 3
			Assessment Task 4: Coaching meeting	Term 4 Week 3
BSBDIV601	Develop and implement diversity policy	Term 4 Weeks 4 - 5	Assessment Task 1: Diversity Policy and Procedures Project	Term 4 Week 6
			Assessment Task 2: Diversity Policy and Procedures implementation Project	Term 4 Week 6
			Assessment Task 3: Diversity Policy and Procedures review	Term 4 Week 6
			Assessment Task 4: Diversity Case Studies	Term 4 Week 6
BSBINN601	Lead and manage organisational change	Term 4 Weeks 7 - 9	Assessment Task 1: Written questions	Term 4 Week 10
			Assessment Task 2: Change management briefing report	Term 4 Week 10
			Assessment Task 3: Change management plan and communication and education plan	Term 4 Week 10
			Assessment Task 4: Change management presentation	Term 4 Week 10
			Assessment Task 5: Change management implementation project	Term 4 Week 10
			Assessment Task 6: Change management review and evaluation project	Term 4 Week 10

## Trainers and assessors

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

### Validation plan

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

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.10 & 1.11) and involves industry experts and people external to the particular assessments being validated. Collectively, those involved in validation must have:

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

### Conducting validation

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

All assessors engaged by Decode College to conduct assessment are required to regularly participate in validation.

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

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

### Record keeping and improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to the Decode College's training and assessment systems and practices. Refer to CG3 Quality Assurance Policy and Procedures.

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

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

## Course Credit

Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees as well as the duration of the course. This process is outlined in Decode College Course Credit and Training and Assessment Policy & Procedures.

## Supporting Documents

Document Name	Used for
Training resources: <ul style="list-style-type: none"><li>• Timetable</li><li>• Lesson Plans</li><li>• PPT</li><li>• Textbooks</li></ul>	Training
Assessment tools: <ul style="list-style-type: none"><li>• Assessment Marking Guide (all units)</li><li>• Assessment Mapping Guide</li><li>• Student Assessment Tasks (all units)</li><li>• Supporting resources</li></ul>	Assessment
Industry Consultation Register	Industry consultation
Trainer & Assessor Files	Trainers & Assessors

## Continuous Improvement Approaches

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by Decode College as described in the Training and Assessment Policies and Procedures.