

UTP30 – Training and Assessment Strategy Policy and Procedure

Title: UTP30 - Training and Assessment Strategy Policy and Procedure

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1. Policy

The purpose of this document is to lay down the clear principals that underpin each and every Training and Assessment Strategy. This policy governs the development, implementation and ongoing review of Training and Assessment Strategies for each qualification, skill set or single unit on scope and delivered by UTAIT.

2. Scope

This policy covers staff, facilities, equipment, delivery and assessment strategies, transition planning, document management and results recording.

3. Responsibilities

The overall responsibility for the delivery of training and assessment is the Director - Training.

4. Related documents

UTP31 - Employment and Professional Development Policy and Procedure	UTP27 - Qualification Transition Policy and Procedure
UTP20 - Continuous Improvement Policy and Procedure	UTP35 - Complaints and Appeals Policy and Procedure
Continuous Improvement Registers	Assessment Tools
UTP36 - Assessment Policy and Procedure	Training and Assessment Strategies (TASs)
UTP26 - Recognition Policy and Procedure	UTP29 - Qualification Issuance Policy and Procedure

5. Industry Engagement

Industry engagement underpins all Training and Assessment activities in UTAIT.

During the development of qualifications and during the life of the qualification, industry input is sought to ensure alignment with current industry methods, technology, product and performance expectations for the workplace tasks specified in the business and automotive training package.

Strategies

UTAIT will implement the following industry engagement strategies to collect relevant information:
 Become a member of the Business Council of Australia and Subscribe to BCA newsletters and events
 Become a member of the Society of Automotive Engineers (SAE).
 Become a member of VACC

By becoming a member of the above UTAIT's representative will attend all the events and annual meetings to obtain updated information from the Business and Automotive industry and incorporate it into its training and assessment practices.

- Attend meetings organised by the Australian Refrigeration Board and Australian and VACC to update its training and assessment activities.

- Attend industry meeting organised by relevant industry councils - AutoSkills
- Contact employers of UTAIT's graduates to gain feedback from training. Contacts with employers will be conducted during the period of 3 to 4 months after student graduation by the administration team.
- Engage industry representative in its assessment validation process.

Types of information to be collected

UTAIT will collect information from these industry engagement strategies. Information includes but not limit to:

- Industry standards tools and equipment to deliver its programs
- Industry licensing/accreditation requirements relevant to its programs
- Performance expectation of the graduates from its programs which relates to practical assessment tasks for its units/programs.
- Particular training and assessment sequences
- Training needs from industry
- Current industry trend
- The industry skills and knowledge required for trainers and assessors to have to deliver its programs.

Implementation of industry input

Industry input will be considered and incorporated into UTAIT's operation, including but not limit to:

- Training and Assessment Strategy;
- The selection of elective unit/s;
- The assessment process for unit/cluster of units;
- The selection of training and assessment resources, and
- The skills and knowledge UTAIT requires its trainer/assessors to hold.

Monitoring the effectiveness of industry engagement:

Industry feedback will be documented as file note in the industry engagement folder and in the SMS. A summary of industry feedback and recommendation will be raised and recorded as a continuous improvement item. The implementation and review of industry feedback will be monitored by the Director of Training as per UTAIT's UTP20 - Continuous Improvement Policy and Procedure.

6. Development of Training and Assessment Strategy

UTAIT develops its Training and Assessment Strategies (TAS) for each course, skill set and single unit in its scope of registration in compliance with The Australian Qualification Framework (AQF).

UTAIT's TAS will address the following areas:

Areas to be addressed	Descriptions
Name of RTO	UTA Institute of Technology
Training Package	The Code, Name and Version of the relevant Training Package

Training Product	The code and full title of the training product that the TAS relates to
Version	Version of the TAS
Client(s) and learning needs	Target group/learner cohort Identify Learning needs this particular cohort.
Entry requirements	Identify any mandatory requirements for learners commencing the program, such as qualifications that must be held or periods of industry experience. Additional support required
Program description	A short description about the program.
Pathways for Students	Possible pathway from and to the program
Core and elective components	Identification of core and elective unit/s of competency. Any pre-requisite and co-requisite units and sequencing of delivery and assessment
Mode of delivery	Identify how training is being delivered
Volume of learning, duration and scheduling	Analyse the nature of your learner cohort. Use the analysis and any specific requirements of the training product to determine how UTAIT will schedule training and assessment activities to ensure learners are able to fully develop the required skills and knowledge prior to being assessed. If duration of training varies from the AQF volume of learning, details explanation is provided to justify variation.
Training Strategy	Strategy to deliver training
Assessment resources, methods and timing	Training packages and VET accredited courses often specify resources that must be used in assessment at a unit of competency level. Include details of how learners have access to the resources that will give them the best chance of completing their study. Identify: <ul style="list-style-type: none"> • Assessment resources • Assessment methods to be used • Decision making rule to deem student competent in a unit of competency • Timing of assessment, and • Any adjustments that may be needed to cater for different learner characteristics. • Reassessment process

	<ul style="list-style-type: none"> Cheating and Plagiarism Verification of the authenticity of student work.
Strategies for ‘assessment only’ pathways	Strategy for Recognition of Prior Learning (RPL) and instruction of how to use the RPL tool, assessment methods, timing and resources, and how issues will be addressed (for example, if a learner does not achieve the competency requirements).
Strategy for “Assessment only” pathway	Specify strategy for RPL, including assessment methods used and conditions for RPL candidate to be eligible for this pathway
Validation of Assessment	Identify the plan of how the assessment tools is validated
Location of Training and Assessment	Identify the physical location of training and assessment
Class size	Indicate the maximum number of students per class.
Learning and physical resources.	Detailed learning and physical resources require to deliver the training
Human resources	Identify the staff available to deliver the training and assessment in the TAS and the administration procedure for implementation of the training and assessment.
Relevant legislation	Identify relevant legislation in delivery the course.
Industry engagement	Identify the industry feedback in relation to the development of the program and how these feedback have been implemented in the TAS and assessment process
Issuance of qualification/ Statement of attainment	<p>Students will be issued an AQF certification documentation (Statement of Attainment or Testamur and a record of result) when they have met the following conditions:</p> <ul style="list-style-type: none"> - Meet the requirements of the training program as specified in the relevant training package, and - Meet the requirements of the AQF Qualification Issuance Policy, and - Pay all the outstanding fee owing to UTAIT.
Monitor and review of the Training and Assessment Strategy	How the Training and Assessment Strategy being monitored and reviewed.
Management Endorsement	<p>T&A checked and authorised by:</p> <p>Name: Donald Isaiah</p> <p>Position: CEO Date:</p>

7. Requirements for duration of training

UTAIT will develop its training products that have the duration meets the volume of learning as required in the Australian Qualification Framework (AQF).

The volume of learning includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities. The amount of training provided by UTAIT is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

If a course is structured so as to be completed in a shorter time period than that described in the AQF, UTAIT will clearly describe in its TAS, using a rationale based on the previous skills and knowledge and the needs of learners, how a specific learner cohort:

- has the characteristics to achieve the required rigour and depth of training
- can meet all of the competency requirements in a shorter timeframe.

The description must take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

(Refer to the AQF 'Volume of Learning: An Explanation')

8. Requirements for training staff

All staff involved with the training and assessment of VET courses must be able to demonstrate that they have met the requirements for trainers from the Standards for RTOs 2015, which including:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment
- TAE40110 or Diploma or higher level in adult learning.

UTAIT may also engage industry experts in the assessment judgment, working alongside the trainer and/or assessor to conduct the assessment.

To ensure the training and assessment quality offered by UTAIT, trainers/assessors who do not have TAE40110 will not be employed.

9. Requirements for facilities

UTAIT will ensure that the facilities provided will meet or exceed the requirements of the training package. During the course of preparing the Training and Assessment Strategy, we identify the

facility requirements as per training package and check the delivery areas against the facility and equipment checklist.

For theory classes these will be provided in classrooms that are adequately resourced for general tuition. This is to included number of seats and desk space, whiteboards, Data projectors (if required), trainers desk and chair and any other aids defined in the training package

For practical and or specialist classes, the facilities must match or exceed the specific requirements of the Training Package.

10.Requirements for equipment

As with the facilities and specific equipment required must match the requirements of the training package and must be currently used in the industry. UTAIT will incorporate industry input to its selection of training equipment.

All equipment must be checked for safety and should be cycled in line with the asset register requirements for this equipment. Thus the life of the equipment will be determined, by its quality, its amount of use (and thus wear and tear) and its currency.

Facilities and equipment will be checked for OH&S and currency purposes at a minimum once a year.

11.Requirements for delivery of training

All qualifications are made up of a number of Units of Competency.

Dependent upon the student's enrolment, they may undertake just a single unit or a skill set that is a part of the whole qualification.

UTAIT has session plan and training guides, which indicate a common structure that defines what is to be taught, how it is to be taught (including sequence and timings) and how it is to be assessed.

The purpose of the above structure is to ensure consistency of delivery by one or more trainers / assessors.

This is not meant to stifle trainer creativity and quality examples. Rather to ensure that all of the requirements of the Training Packages are met. Trainers will add value by applying their industry and worldly experience to embellish, underline and clarify any points in the core structure.

12.Development of assessment tools and conduct of assessments

Assessment tools is developed and conducted in accordance with the rules of evidence and the principles of assessment. Refer to UTP36 - Assessment Policy and Procedure

Assessments will be conducted strictly in accordance with the requirements of the Training Package.

Assessors are NOT allowed to alter the assessments approved by UTAIT. For changes and improvements see Validation and Moderation below.

Assessors are expected to outline to the students:

- At the beginning of the unit how many assessments there are, when they will be assessed and how students are to behave – i.e. collaboration, closed book, project work etc.
- As each assessment is scheduled the assessor should walk the students through the task and how it is to be assessed.
- During the assessment the assessor is to support the students in any way possible without compromising the objectivity of the process or giving unfair advantage.

- Students are allowed to reattempt assessment task when they did not satisfactorily complete the assessment.

Refer to UTP36 - Assessment Policy and Procedure

13. Onsite Training

Where the training is to be delivered at an employer site to a specific number of employees, UTAIT will meet with the employer and agree the scope of the training.

UTAIT will have an On-site Training Needs Analysis that covers what is to be delivered by the employer.

Whilst the purpose from the employers' perspective is to give their staff training so that they can benefit for the new skills and knowledge, it is also important that the training still meets the requirements of the nationally recognised Training Package. This is the ONLY way a Statement of Attainment or Certificate can be issued for a registered qualification.

Each training program to be delivered at the employer's workplace has a Workplace Assessment & Suitability Statements to ensure that the equipment / facility requirements are met and also a checklist to ensure what from the employers environment is used in the actual training - contextualisation.

The On-site Training Needs Analysis and the Workplace Assessment & Suitability Statements will then become part of the Training and Assessment Strategy and the assessment tools for THAT employer and that cohort of students.

14. Licensing

Some Training Packages require that the RTO work with the licensing authority or regulator. UTAIT will ensure that it obtains full approval from the body in accordance with rules set down in the training package.

15. Legislation

All training packages will refer to one or more pieces of legislation or regulations. These are usually defined in the training package. It is the responsibility of all the trainers of that qualification to keep up to date with the current legislation.

In addition as a part of the audit process the list of legislation and or regulations related to all training packages will be annually reviewed to check currency, superseded legislation and or new legislation that have been enacted. Any changes identified will become items in the Continuous Improvement Register for updates to be completed in the Training and or assessment material.

16. Recognition of Prior Learning (RPL)

UTAIT will provide in each qualification package a RPL kit. This kit is to define how an assessor may award an applicant RPL (or not). It should be a vehicle that clearly sets out to the applicant the type of evidence required and how to get it.

The development of RPL kit is part of the assessment development process. Refer to UTP36 - Assessment Policy and Procedure

The assessor is to work with the student to help clarify responses to assesses whether there is sufficient evidence.

If the applicant does not satisfy the assessor then they will be offered the option to enroll. The applicant may also choose to appeal the decision. Refer to UTP26 - Recognition Policy and Procedure.

17. Issuance of Qualification/Statement of Attainment

Students will be issued an AQF certification documentation (Statement of Attainment or Testamur and a record of result) when they have met the following conditions:

- Meet the requirements of the training program as specified in the relevant training package, and
- Meet the requirements of the AQF Qualification Issuance Policy, and
- Pay all outstanding fees owing to UTAIT.

Refer to UTP29 - Qualification Issuance Policy and Procedure

18. Assessment validation

Principles:

In order to ensure that all qualifications offered and assessed by UTAIT are of the highest quality, produce valid assessment judgements and ensure graduates have the skills and knowledge required by industry, as expressed in the training package, UTAIT undertakes validation of all material presented and assessed for all units of competency in its scope of registration. UTAIT will align its validation of assessment with the requirements of the Standards for RTOs 2015 as following:

- Each unit of competency on UTAIT's scope of registration is validated at least once every five years
- At least 50% of the units of competency on UTAIT's scope of registration are validated in the first three year of this cycle.
- In defining which assessment material will be validated, UTAIT will take into account the relative risks of all of the training products on our scope of registration, including those risks identified by the VET Regulator.

The Director - Compliance will draw up a validation schedule and to ensure that:

- All units of competency are cycled through and reviewed, and
- Validation meeting will be organised at least twice per year.

Validation schedule

UTAIT has a validation schedule over the five (5) year cycle as in Appendix 1.

The validation team:

To maintain the professional distance and integrity of the validation process, the validation team will include validators who are independent of delivery and assessment of the training product being validated. The Director of Training will appoint the

People involved in the validation meeting will collectively have:

- vocational competencies and current industry skills relevant to the assessment material being validated;

- current knowledge and skills in vocational teaching and learning; and
- the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTOs 2015.

Trainers and assessors can be involved in validation activities, as long as they are not directly involved in deciding the validation outcome for their assessment decisions. Validation will be undertaken with industry participation to ensure currency to industry requirements is maintained as per clause 5 in this policy.

Conducting of a validation meeting

Prior to the commencement of the meeting(s) all participants will be supplied with:

- Training and Assessment Strategy for the qualification that the units being validated are belong to, and
- The latest version assessment tools for the unit being validate (including RPL assessment tools), and
- The competency standards of the unit being validated (from the currently endorsed training package), and
- Training resources to deliver the unit of competency being validated
- UTF05 - Assessment Validation Form.

The validation process shall determine whether or not the assessment procedures and materials currently in use are suitable in light of the principles of assessment and the rules of evidence including reasonable adjustment requirements. Outcome of the validation meeting will be recorded in the Summary Validation Record Form (last page of UTF05). All completed UTF05 Assessment Validation Form and other documents to be filed appropriately into the Assessment Validation folder.

Implementing the validation outcomes

Outcome of the validation activities and any opportunities for improvement will be documented as a Continuous Improvement Item and will be implemented and monitored as per UTAIT's UTP20 - Continuous Improvement Policy and Procedure.

The Director of training will be responsible for forming the validation team and implementing the recommendations from validation process as per UTAIT's UTP20 - Continuous Improvement Policy and Procedure, and will notify all trainers/assessors of any changes to assessment practices or materials arising from the validation process.

19. Transition Planning

As courses become outdated, they are revised and updated. During this process some Units of Competency are changed, some removed and some added and new version of a qualification released.

UTAIT subscribes to various information sources to be advised when this will happen. For example:

- (a) Training Packages@work
- (b) Relevant Industry Skills Councils
- (c) Relevant State Industry Training Boards
- (d) Relevant State Curriculum Maintenance Managers

- (e) Licensing Line.

Once notification is received UTAIT will build a Transition Plan. This will be different for each qualification, but will cover:

- (a) Scope of changes
- (b) List of Units of Competency currently delivered that will remain current
- (c) List of Units of Competency that have been deleted
- (d) List of Units of Competency that have been substantially modified
- (e) Plan to right new units and build new material for the new qualification
- (f) Plan to have material externally validated by industry
- (g) Time to notify regulator
- (h) Plan for existing students which may cover migration / transition, continue on old qualification
- (i) Communication plan and agreement with students
- (j) Communication plan within internal department: student services, marketing, training
- (k) De-commissioning old qualification including removing from scope.

The plan will be built and implemented within 12 months of the notification.

Refer to UTP27 - Qualification Transition Policy and Procedure

20. Ongoing monitor and evaluation of Training and Assessment Strategy

Training and Assessment Strategy (TAS) will be reviewed and evaluated minimum once per year prior to one of a regular internal audit by the Director of Training. However, other event triggering the review of TAS may include but not limit to: change of major relevant industry legislation/licensing/accreditation requirements, industry feedback, change of training package, feedback from external audit...

Information used to review the TAS includes but not limit to:

- Employer survey feedback
- Student survey feedback
- Outcome of industry meetings or seminars
- Relevant training package
- Trainer/assessor feedback
- Validation outcomes relating to the TAS
- Outcome of external/internal audit

At minimum, TAS will be reviewed against the following criteria:

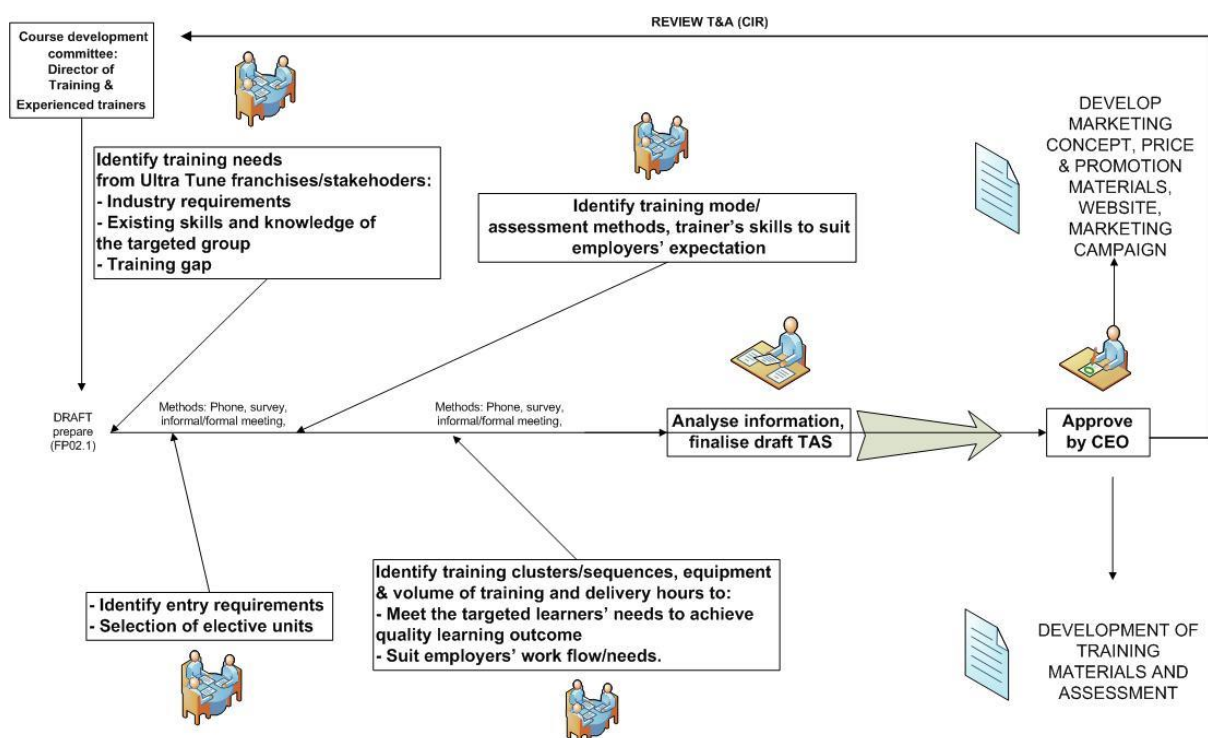
- TAS addresses all required information as prescribed in clause 6 of this policy
- TAS meets the requirements of assessments in the relevant training package
- TAS meets the facility, tools and equipment requirements of the training package
- TAS reflects the current code, name, unit code/name from the applicable training package
- The amount of training including: volume, duration, learning and assessment activities is consistent with the existing skills of the cohort of learner as identified in the TAS

- The amount of training including: volume, duration, learning and assessment activities is consistent with the mode of delivery
- The amount of training including: volume, duration, learning and assessment activities is consistent with the number of units being delivered
- TAS reflects the current trainers, assessors and administration support staff.

Outcomes of TAS review will be recorded as a Continuous Improvement Item. The implementation and evaluation of the review outcome will be monitored as per UTAIT's UTP20 - Continuous Improvement Policy and Procedure.

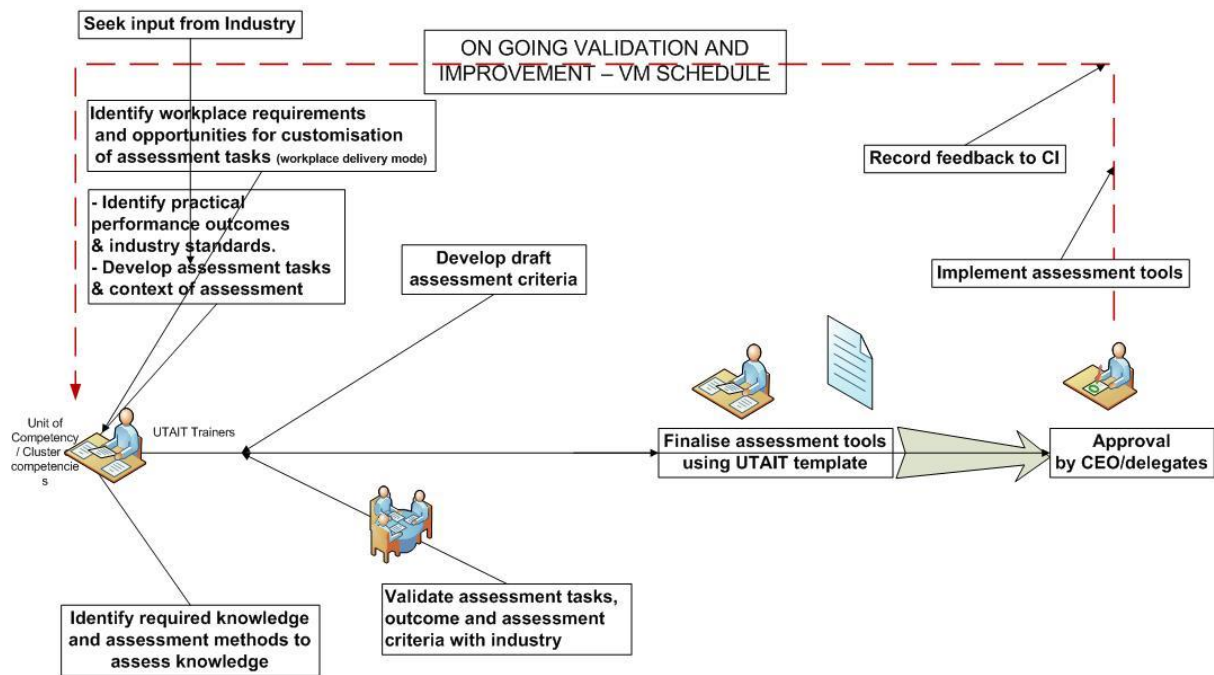
21. Procedures

P02.1 COURSE CONCEPT DEVELOPMENT PROCESS

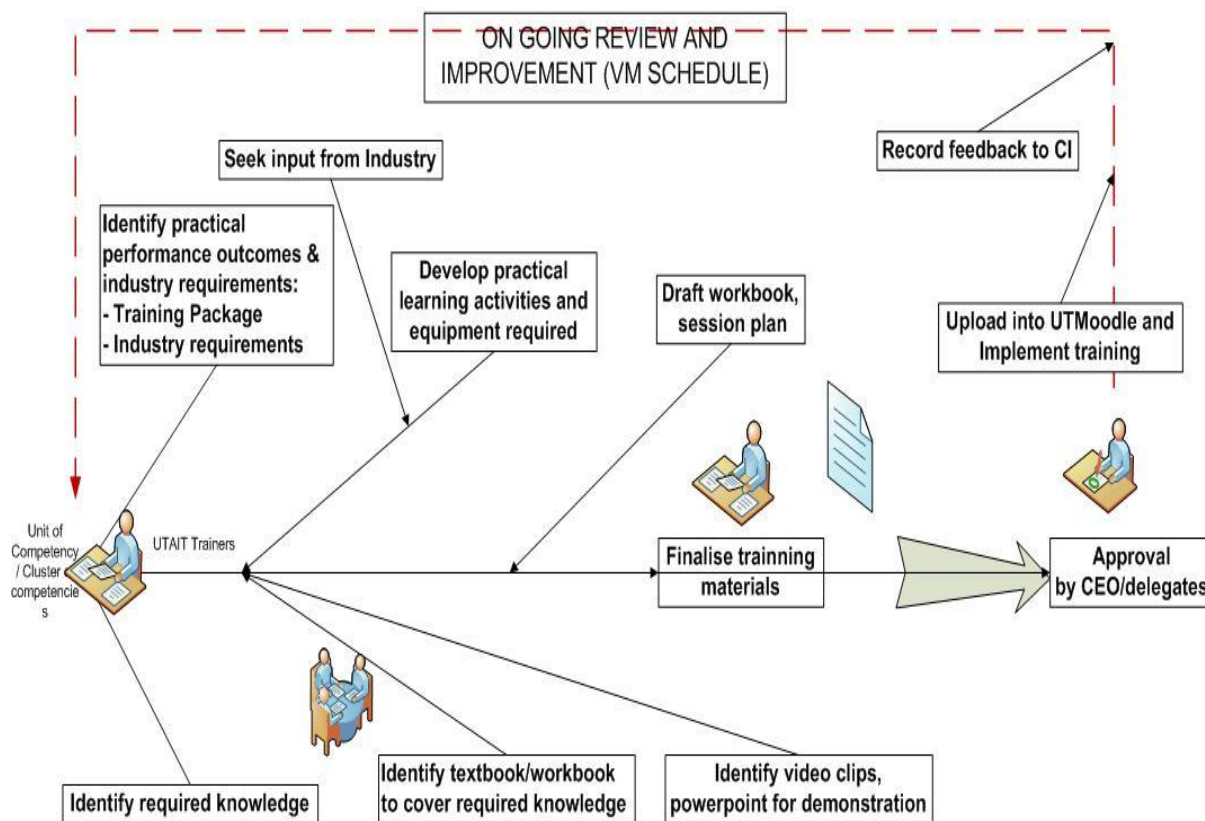




P02.2 ASSESSMENT TOOLS DEVELOPMENT PROCESS

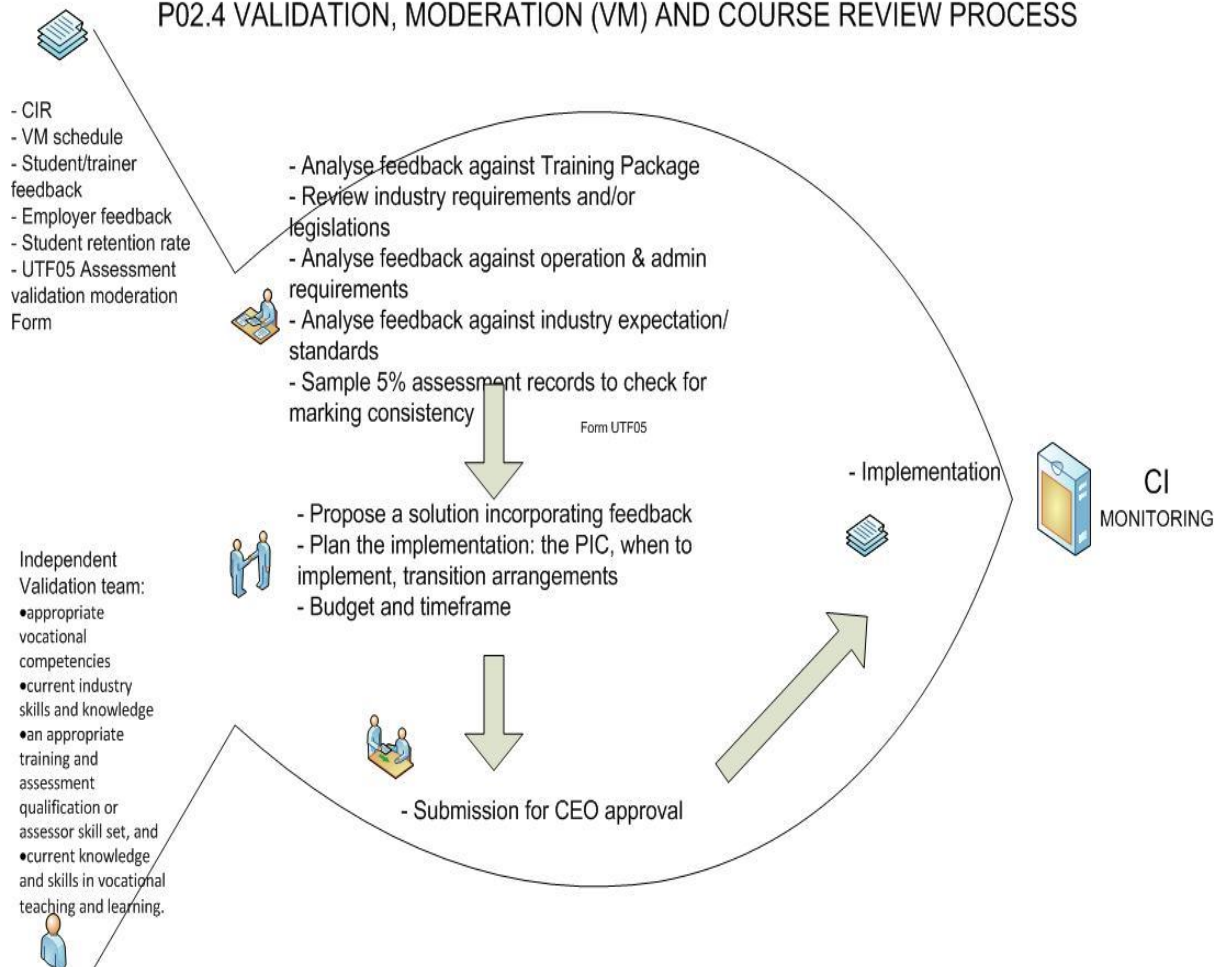


P02.3 TRAINING RESOURCES/EQUIPMENT SELECTION/DEVELOPMENT PROCESS





P02.4 VALIDATION, MODERATION (VM) AND COURSE REVIEW PROCESS



APPENDIX 1 - VALIDATION AND MODERATION SCHEDULE 2022 - 2027

Automotive

Training product	UNIT OF COMPETENCY	TIMELINE
AUR20220	AURETU103 - Service air conditioning and HVAC systems	June 2022
	AURETU104 Diagnose and repair air conditioning and HVAC systems	
AURSS00032	AURTTL007 - Inspect and service LPG fuel systems	Jul 2022
AUR40216	AURTTL008 Diagnose and repair LPG fuel systems	
AUR50216	AURAEA004 Manage environmental and sustainability best practice in an automotive workplace	
	AURAF007 Develop and document specifications and procedures	
AURSS00037	AURETH110 - Diagnose and repair high voltage rechargeable energy storage systems in hybrid electric vehicles	Dec 2022
AUR50216	AURETH011 - Depower and reinitialise hybrid electric vehicles	
	AURAF006 Conduct research and present technical reports	
AUR30620	AURAMA001 Work effectively with others in an automotive workplace	June 2023
AUR32120	AURVTN135 Apply original equipment	
AUR40216	AURTTA021 Diagnose complex system faults	
AUR50216	AURETR037 Diagnose complex faults in light vehicle safety systems	
	AURETR007 Apply knowledge of automotive electrical circuits and wiring systems	
AUR32120	AURVTW105 Carry out spot welding	Jul 2023
AUR50216	AURVTN119 Repair vehicle structural damage by riveting	
	AURETR012 Test and repair basic electrical circuits	
	AURETA001 Analyse and evaluate electrical and electronic faults in electronic over hydraulic systems	
AUR20220	AURETU105 Retrofit and modify air conditioning and HVAC systems	Dec 2023
AUR40216	AURLTB104 Diagnose complex faults in light vehicle braking systems	
AUR50216	AURLTD109 Diagnose complex faults in light vehicle steering and suspension systems	
	AURETA002 Analyse and evaluate electrical and electronic faults in body management systems	
	AURTTA118 Develop and carry out diagnostic test strategies	
AURSS00032	AURTTL009 Install LPG fuel systems	June 2024
AURSS00052	AURLTD106 - Carry out light vehicle wheel alignment operations	
AUR50216	AURETA005 Analyse and evaluate electrical and electronic faults in theft-deterrent systems	
AURSS00037	AURETH012 - Service and maintain electrical components in hybrid	



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AUR32120	electric vehicles	Dec 2024
AUR30620	AURETR125 - Test, charge and replace batteries and jump-start vehicles	
AUR40216	AURETR042 Remove, refit and operate electrical components following body repair	
AUR50216	AURLTE104 Diagnose complex faults in light vehicle petrol engines AURETB001 Diagnose and repair electric braking systems	
AUR30620 AUR40216 AUR50216	AURETR112 - Test and repair basic electrical circuits AURETR026 - Remove, replace and program electrical and electronic units and assemblies AURLTE105 Diagnose complex faults in light vehicle diesel engines AURETB002 Analyse and evaluate electronic and electronic faults in dynamic control management systems	June 2025
AUR30620 AUR32120 AUR40216 AUR50216	AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace AURASA102 - Follow safe working practices in an automotive workplace AURLTX104 Diagnose complex faults in light vehicle automatic transmission and driveline systems AURETR034 Develop and apply electrical system modifications	Dec 2025
AUR30620 AUR32120 AUR40216 AUR50216	AURTTK102 - Use and maintain tools and equipment in an automotive workplace AURTTK001 - Use and maintain measuring equipment in an automotive workplace AURTTA125 Diagnose complex faults in vehicle integrated stability control systems AURETE001 Analyse and evaluate electrical and electronic faults in engine management systems	June 2026
AUR30620 AUR40216 AUR50216	AURTTE104 - Inspect and service engines AURTTA104 - Carry out servicing operations AURTTR101 Diagnose complex faults in engine management systems	Dec 2026
AUR30620 AUR50216	AURTTC103 - Diagnose and repair cooling systems AURTTA118 - Develop and carry out diagnostic test strategies AURETX001 Analyse and evaluate electrical and electronic faults in driveline management systems	June 2027

VALIDATION AND MODERATION SCHEDULE 2022 – 2027

Business

Training product	UNIT OF COMPETENCY	TIMELINE
BSB50120	BSBCMM511 Communicate with influence BSBSTR602 Develop organisational strategies	June 2022
BSB50420		
BSB60120		
BSB80120		
BSB50120	BSBTWK503 Manage meetings	Jul 2022
BSB50420	BSBHRM613 Contribute to the development of learning and development strategies	
BSB60120		
BSB80120		
BSB50120	BSBFIN501 Manage budgets and financial plans	Dec 2022
BSB50420	BSBSUS511 Develop workplace policies and procedures for sustainability	
BSB60120		
BSB80120		
BSB50120	BSBOPS601 Develop and implement business plans BSBXCM501 Lead communication in the workplace BSBLDR811 Lead strategic transformation	June 2023
BSB50420		
BSB60120		
BSB80120		
BSB50120	BSBOPS502 Manage business operational plans BSBOPS601 Develop and implement business plans	Jul 2023
BSB50420		
BSB60120		
BSB80120		
BSB50120	BSBOPS501 Manage business resources	Dec 2023

BSB50420 BSB60120 BSB80120	TAELED804 implementation BSBHRM611 development	Review enterprise e-learning systems and solutions Contribute to organisational performance	
BSB50120 BSB50420 BSB60120 BSB80120	BSBSTR502 BSBPEF502	Facilitate continuous improvement Develop and use emotional intelligence	June 2024
BSB50120 BSB50420 BSB60120 BSB80120	BSBCRT511 BSBLDR523	Develop critical thinking in others Lead and manage effective workplace relationships	Dec 2024
BSB50120 BSB50420 BSB60120 BSB80120	BSBTWK502 BSBFIN502	Manage team effectiveness Manage financial compliance	June 2025
BSB50120 BSB50420 BSB60120 BSB80120	BSBHRM525 BSBCRT611	Manage recruitment and onboarding Apply critical thinking for complex problem solving	Dec 2025
BSB50120 BSB50420 BSB60120 BSB80120	BSBFIN601 BSBSTR601 TAELED803	Manage organisational finances Manage innovation and continuous improvement Implement improved learning practice	June 2026



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BSB60120	BSBTEC601 Review organisational digital strategy	Dec 2026
BSB60120	BSBSUS601 Lead corporate social responsibility	June 2027

22.Revision History

Version	Continuous Improvement Reason	Continuous Improvement Change
1.0	Original document	
1.1	VALIDATION AND MODERATION SCHEDULE 2021 - 2027	SCHEDULE 2021 – 2027 for the units