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Training and Assessment Strategy

ICT60220 Advanced Diploma of Information Technology

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Overview

This Training and Assessment Strategy (TAS) document has been developed to clearly advise the Trainers & Assessors involved in the delivery of training and collection of assessment evidence. This TAS provides a top-down perspective of ICT60220 – Advanced Diploma of Information Technology course and the training and assessment that will be applied.

This is a working document and is likely to change over time as ICT60220 – Advanced Diploma of Information Technology course is subject to continuous improvement. This TAS document should be read in conjunction with the learning and assessment documentation of this course.

Course Summary

Mode of Delivery	Face to face
Duration	1.0 Year (52 weeks, fulltime)
Volume of Learning	1200 hours
Training Method	Trainer & Assessor led, face-to-face in a classroom setting combined with in-class experiential activities.
Assessment Method	Theoretical Questions, Projects, Case Studies, Role-plays, Presentations
Target Students	This qualification is aimed at students who would like to enhance their skills and knowledge to create further educational and employment opportunities for themselves. It is also anticipated that this qualification may be of interest to those overseas students who wish to enter the business or management profession or who are seeking to move to the profession from another sector.
Contact Time	Classroom based – 20 hours per week

Course Details

Name of RTO	Richmond School of Business Pty Ltd t/a Richmond School of Business (RSB)
Training Packages	BSB Business Services Training Package – Release 1.0
Qualification Code & Title	ICT60220 – Advanced Diploma of Information Technology
Course Duration	1.0 year (52 weeks, full time)
CRICOS Course Code	TBA
Authorisation	Principal Executive Officer
Pre-Requisite Requirements	There are no pre-requisites or entry requirements for this qualification in the training package.
Licensing, Legislative, Regulatory or Certification Consideration	No licensing, legislative or certification requirements apply to this qualification at the time of publication.
Fees	Enrolment Fee (non-refundable): $250 Tuition Fee: $12,000 Material Fee: $150 Late/ Re-Assessment Fee: $50 per unit
Description	This qualification reflects the role of individuals in a variety of information and communications technology (ICT) roles who have significant experience in specialist technical skills, or managerial business and people management skills. Individuals in these roles carry out complex tasks in a specialist field, working independently, leading a team or a strategic direction of a business. They apply their skills across a wide range of industries and business functions, or as a business owner (sole trader/contractor).
Requirements	Six (6) core units and ten (10) elective units are required for the award of the ICT60220 Advanced Diploma of Information Technology. Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level. The latest release of the qualification and packaging rules can be found at the following link: https://training.gov.au/Training/Details/ICT60220 Note: There are no prerequisites to imported units listed in this qualification. Where a unit is imported as an elective care must be taken to ensure that all prerequisites specified are complied with.
Learner Characteristics and Target Group	Target groups for the ICT60220 Advanced Diploma of Information Technology are international students who are seeking to pursue a career in the following professions: • System Analyst • System Administrator • Cloud Architecture • Cloud Engineer • Web Designer • Telecommunication Engineer

	• Cyber Security Specialists The characteristics of the target group are as follows: • Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past. • Many will speak English as a second language, although an entry level has been set to ensure students are able to complete course work. • Students are expected to typically fall into the age range of 18 – 35 as people still establishing or changing careers. • Credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.
Delivery Mode	This program is delivered face to face in the classroom
Delivery Site	Suite 1, Level 1, 37 – 39 George Street, Parramatta, NSW 2150
Course Duration	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.
Entry Requirement	RSB has the following entry requirements: International students must: • Be over 18 years of age and have completed Year 12 or equivalent. • Participate in a course entry interview to determine suitability for the course and student needs. • Have an IELTS* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following: o Educated for 5 years in an English-speaking country; or o Completed at least 6 months of a Certificate IV level course in an Australian RTO; or o Successful completion of an English Placement Test *Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5.
Pathways	Potential employment options are in telecommunications network engineering & cyber security roles. Students who complete this course may wish to continue their education into a range of Graduate Diploma qualifications, as well as higher education qualifications in Information and Communications Technology (ICT).
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 RSB Student Enrolment and Completion Policy and Associated Procedures and Training and Assessment Policy & Associated Procedures.

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.

Continuous Improvement Approaches

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by RSB as described in the Continuous Improvement Policy and Procedures.

Units of Competency

Count	Unit Code & Title	Core/Elective
1	BSBCRT611 Apply critical thinking for complex problem solving	C
2	BSBTWK502 Lead and manage team effectiveness	C
3	BSBXCS402 Promote workplace cyber security awareness and best practices	C
4	ICTICT608 Interact with clients on a business level	C
5	ICTICT618 Manage IP, ethics and privacy in ICT environments	C
6	ICTSAD609 Plan and monitor business analysis activities in an ICT environment	C
7	ICTCYS606 Evaluate an organisation's compliance with relevant cyber security standards and law	E (Group B)
8	ICTCYS608 Perform cyber security risk assessments	E (Group B)
9	ICTCYS612 Design and implement virtualised cyber security infrastructure for organisation	E (Group B)
10	ICTCYS604 Implement best practices for identity management	E (Group B)
11	ICTNPL413 Evaluate networking regulations and legislation for the telecommunications industry	E (Group G)
12	ICTNWK612 Plan and manage troubleshooting advanced integrated IP networks	E (Group G)
13	ICTPMG613 Manage ICT project planning	E (Group G)
14	ICTTEN615 Manage network traffic	E (Group G)
15	ICTTEN622 Produce ICT network architecture designs	E (Group G)
16	ICTICT523 Gather data to identify business requirements	E (Group A)

Packaging Rules:
Total number of units = 16

There are 6 core units for this qualification plus 10 elective units must be selected, of which:

- At least 7 units must be selected from the elective units listed in the qualification descriptor;
- up to 3 units may be selected from the remaining listed elective units or from this or any currently endorsed Training Package or accredited course where the units are packaged in an Australian Qualification Framework (AQF) Level 5 or 6 qualification.

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.

Units selected from other Training Packages or accredited courses must not duplicate units selected from or available within the ICT Information and Communications Technology Training Package.

Where relevant, the choice of elective units set out in the packaging rules above can serve to provide the qualification with one or more specialisations in accordance with the specification described in the qualification descriptor.

Specialisations:
Potential students at RSB completing this course will be specialised in the following disciplines:

1. Telecommunications Network Engineer
2. Cyber Security

Note: Group B covers **Cyber Security** and Group G covers **Telecommunications Network Engineering** specialisations.

Delivery and Assessment Overview

Volume of Learning

The qualification is delivered over 52 weeks comprising of:

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

Students are required to participate in 20 hours of classroom-based training/assessment per week

Homework is expected to be approximately 10 hours a week.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

The total amount of training provided being structured classroom sessions is 600 hours. Time scheduled for assessment in class is 200 hours. Homework which is unsupervised and may include research for assessments and general reading is expected to be on average 10 hours a week (400 hours in total).

Total delivery and assessment hours therefore amount to 800 hours and the volume of learning (i.e., including unsupervised learning of homework) is 1200 hours. A detailed breakdown of hours is provided in the Training and Assessment Schedule.

RSB has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 1.5 – 2.0 years and 1200 – 2400 hours. It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time.

Where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.

Breakdown of Volume of Learning

Activity		Course hours	Breakdown of hours
Face-to-Face	Training	600 hours	40 weeks x 20 hours per week training & assessment (75% training & 25% assessment hours).
	Assessment	200 hours	
Self-Study (Unsupervised)		400 hours	40 weeks x 10 hours per week
Volume of Learning		1200 hours	
Total course duration (Tuition + holidays) = 40 + 12 = 52 weeks			

Breakdown of Self-Study Hours

Activity	Weekly Total	Term Total	Course Total
Self-study activities	5 hours	50 hours	200 hours
Assessment & assessment preparation	5 hours	50 hours	200 hours
Total	10 hours	100 hours	400 hours

Training Strategy

Delivery Sequence

The training program for ICT60220 Advanced Diploma of Information Technology will be delivered at the following sequence.

Term	Unit Code & Title	Core/Elective
T1	BSBCRT611 Apply critical thinking for complex problem solving	C
	BSBXCS402 Promote workplace cyber security awareness and best practices	C
	ICTICT608 Interact with clients on a business level	C
	ICTNPL413 Evaluate networking regulations and legislation for the telecommunications industry	E (Group G)
T2	BSBTWK502 Lead and manage team effectiveness	C
	ICTCYS612 Design and implement virtualised cyber security infrastructure for organisation	E (Group B)
	ICTPMG613 Manage ICT project planning	E (Group G)
	ICTCYS606 Evaluate an organisation's compliance with relevant cyber security standards and law	E (Group B)
T3	ICTICT618 Manage IP, ethics and privacy in ICT environments	C
	ICTSAD609 Plan and monitor business analysis activities in an ICT environment	C
	ICTCYS604 Implement best practices for identity management	E (Group B)
	ICTNWK612 Plan and manage troubleshooting advanced integrated IP networks	E (Group G)
T4	ICTCYS608 Perform cyber security risk assessments	E (Group B)
	ICTTEN615 Manage network traffic	E (Group G)
	ICTTEN622 Produce ICT network architecture designs	E (Group G)
	ICTICT523 Gather data to identify business requirements	E (Group A)

Classroom Delivery

The training program for ICT60220 Advanced Diploma of Information Technology is delivered for 20 hours per week over 52 weeks, divided into 4 ten-week terms including 12 weeks of term breaks.

The classes are scheduled and delivered as below:

Shift 1 – Monday & Tuesday: 8:15 – 16:45 and Wednesday: 8:15 – 12:15
Shift 2 – Wednesday: 12:30 – 16:30 and Thursday & Friday: 8:15 – 16:45
Shift 3 – Monday to Thursday: 17:00 – 22:00
Shift 4 – Friday: 17:00 – 21:00 and Saturday & Sunday: 9:00 – 17:30

ICT60220 – Advanced Diploma of Information Technology is delivered in face-to-face classes, flexible learning and self-study to provide a rich and engaging learning experience. This training program is offered full time only and students are required to:

- Attend any 20 hours shift from the above 4 shifts based on the availability of that shift;
- Attend classes during each term as per timetable;
- Complete course assessments and learning activities;
- Complete 10 hours self-study per week during term time to absorb undertaken study, knowledge for practical application and research, prepare and complete assessments.

The face-to-face delivery includes training/teaching, videos, group activities, pair work and class presentations. The program in ICT60220 Advanced Diploma of Information Technology 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.

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 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.

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 & Assessor. Demonstrations, scenarios and role plays are provided in these small group settings. Students are encouraged to support each other in pairs and small groups.

RSB Moodle platform provides a report on each student as to when they logged on and for how long they were online.

Self-study
In addition, successful completion of this course will require students to engage in 10 hours self-study time per week that is essential to be undertaken in the student's own time outside scheduled hours.

ICT60220 Advanced Diploma of Information Technology student is provided with Learner Guide that includes self-study instructions for each unit of competency. The Learner Guide contains learning activities including such things as quizzes, case studies and written exercises. In addition, it provides a guide to reading the texts by giving the page numbers for a set amount of reading for each week. In this way the Learner Guide is structured to assist the student to:

- Review and reinforce the learning content covered in class
- Deepen understanding through the completion of learning activities
- Undertake research in preparation for assessment completion

Monitoring self-study
The completion of self-study activities in student's own time are monitored by the Trainer & Assessor and the activities completed are utilised in classroom sessions as the basis for group discussion and comparing student activity responses.

All scheduled training sessions will take place at RSB campus. These training sessions allow students to gain knowledge and practical skills for each unit in a group-based environment. Students will be provided with opportunity to participate and work in a team to perform role plays, group discussions, listen and reflect activities, questions and answer sessions to develop

their communication, teamwork, self-management, learning, problem solving, planning and organisation skills.

Students will be provided opportunities to use computer labs to develop their technology skills and research skills using the internet.

Amount of Training

The program has been specifically developed & scheduled to allow learners time to reflect and absorb the knowledge, to practise the skills in different contexts & to learn to apply the skills & knowledge in the varied environments that the simulated workplace environment offers before being assessed.

Term	Unit Code & Title	Delivery weeks	Face-to-face hours	Self-study hours
T1	BSBCRT611 Apply critical thinking for complex problem solving	2	40	20
	BSBXCS402 Promote workplace cyber security awareness and best practices	2	40	20
	ICTICT608 Interact with clients on a business level	3	60	30
	ICTNPL413 Evaluate networking regulations and legislation for the telecommunications industry	3	60	30
Term 1 Break: 3 Weeks				
T2	BSBTWK502 Lead and manage team effectiveness	2	40	20
	ICTCYS612 Design and implement virtualised cyber security infrastructure for organisation	3	60	30
	ICTPMG613 Manage ICT project planning	3	60	30
	ICTCYS606 Evaluate an organisation's compliance with relevant cyber security standards and law	2	40	20
Term 2 Break: 3 Weeks				
T3	ICTICT618 Manage IP, ethics and privacy in ICT environments	2	40	20
	ICTSAD609 Plan and monitor business analysis activities in an ICT environment	3	60	30
	ICTCYS604 Implement best practices for identity management	3	60	30
	ICTNWK612 Plan and manage troubleshooting advanced integrated IP networks	2	40	20
Term 3 Break: 3 Weeks				

T4	ICTCYS608 Perform cyber security risk assessments	2	40	20
	ICTTEN615 Manage network traffic	3	60	30
	ICTTEN622 Produce ICT network architecture designs	3	60	30
	ICTICT523 Gather data to identify business requirements	2	40	20
Term 4 Break: 3 Weeks				
	Sub-Total	52 weeks	800 hours	400 hours
	Total	52 weeks	1200 hours	

Support Services and Reasonable Adjustment

RSB acknowledges its obligations as an RTO under the Education Standards of the Commonwealth *Disability Discrimination Act 1992* regarding people with a disability. The principle of reasonable adjustment is applied to ensure that students with a disability have equitable access to the ICT60220 Advanced Diploma of Information Technology program.

Further information on the Education Standards is available at:
https://www.dese.gov.au/disability-standards-education-2005

RSB has a documented student support policy which will be made available to all students. Through the implementation of this policy, RSB will ensure to:

- provide an age and culturally appropriate orientation program to assist students to adjust to their life and study at RSB and in Australia;
- assist students in course progress and attendance issues and provide access to services that enable them to complete their studies as scheduled;
- provide access to welfare related support services and refer to external agencies where appropriate;
- have critical incident policy and procedures and staff respond to these incidents in a timely manner to support students;
- have a designated staff member/s (Student Support Officer/s) who will act as a point of contact for students to enable them to access support services available at RSB.
- have sufficient support staff available to meet the needs of students.
- make its staff members, who interact with overseas students, aware of their obligations under the ESOS framework.

Language, Literacy and Numeracy (LL&N) Support

Students undertaking RII60520 Advanced Diploma of Civil Construction Design are required to have well developed language, literacy, and numeracy (LLN) skills relevant to the requirements of their role.

Diagnostic assessment will be conducted prior to the commencement of the learning. This is to ensure that students enrolled in the program have adequate LLN skills to complete the requirements of the training and assessment of the course:

- An LLN will be used to identify if students will require additional learning support and if the identified level of additional support is within RSB's capabilities to deliver. Based on the group of students that this course is designed for, all are expected to have high level of LLN capabilities.
- RSB always aims to provide a positive and rewarding learning experience for all of its students.

- The Student Enrolment Form requests students to provide information regarding their LL&N requirements or any other special learning needs.
- In the event of LL&N becoming an issue, the academic support staff will contact the student to discuss their requirements.
- Students must ensure that they have discussed with their Trainer & Assessor any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties.
- RSB can offer any student, on request at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.
- RSB will make every effort to ensure that students are adequately selected, enrolled, and supported to enable them to complete their training. Some examples of the type of support that RSB can offer include:
    - **Literacy:**
        - providing students only essential writing tasks
        - consider the use of group exercises so that the responsibility for writing rests with more than one person.
        - provide examples and models of completed tasks.
        - ensure that documents and forms are written and formatted in plain English; and use clear headings, highlight certain key words or phrases, and provide explanations of all technical terms used.
        - arranging tutorials to help students with study related problems.
    - **Language:**
        - present information in small chunks.
        - speak clearly, concisely, and not too quickly.
        - give clear instructions in a logical sequence.
        - give lots of practical examples.
        - encourage students to ask questions; and
        - ask all questions to ensure students understand.
    - **Numeracy:**
        - ask students to identify in words, what the exact problem is and how they might solve it.
        - show students how to do the calculations through step-by-step instructions and through examples of completed calculations.
        - help students to work out what math's/calculations/measurements are required to complete the task; and
        - encourage the use of calculators and demonstrate how to use them.

Additional hours of training and support will be considered for students with disabilities or learning difficulties.

Assessment Strategy

Assessment Materials

Assessment resources comprise of:

- *User Guide:* The User Guide provides important information relating to the delivery of quality training and assessment.
- *Assessor Marking Guide*: The Assessor Marking Guide includes assessment tasks, checklists and marking guidance. It also provides unit-specific advice on delivering assessment.
- *Student Assessment Tasks*: The Student Assessment Tasks include the tasks as well as guidance about how to complete each assessment. Submission information and relevant forms are also included. The Student Assessment Tasks can be found in the 'Assessment' folder for each unit.
- *Assessment Mapping*: A mapping guide is included as a separate document to show how each assessment task maps to the unit of competency. There is an assessment mapping in the 'Mapping' folder for each unit of competency.
- *Supporting resources*: Supporting resources include forms, templates and checklists that should be used when preparing for and marking assessment tasks. There are relevant supporting resources in the 'Assessor resources' folder for each unit of competency and a list of the supporting resources relevant to each assessment task in the *Assessor Marking Guide*.

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.

Principles of Assessment and Rules of Evidence

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

The principles of assessment are:

- Fairness
- Flexibility
- Validity
- Reliability

The rules of evidence are:

- Validity
- Sufficiency
- Currency
- Authenticity

To ensure these principles and rules are followed, RSB:

- Requires students to submit assessment tasks with a signed Assessment Task Cover Sheet stating that the work is their own, thus ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are met, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions, ensuring Validity and Sufficiency. See also the section on Validation Plan in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course.
- Reliability is ensured by having clearly defined benchmarks and conducting regular validation of assessment evidence and systems.
- Flexibility is ensured by utilising a range of assessment methods and being able to make reasonable adjustments if required.
- Fairness is ensured through providing clear instructions to students in the Student Assessment Task booklet and making reasonable adjustments as required. Students are required to sign a Student Agreement regarding the assessment tasks for each assessment. Students may also appeal an assessment decision by following the Complaints and Appeals Policy.

Recording Assessment Evidence and Student Feedback

It is RSB requirement that Trainers & Assessor record detailed evidence 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. The "Assessment Outcome & Checklists" 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.

The completed assessment records will be retained by RSB in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by RSB relating to a particular unit of competency or as part of a general audit of RSB assessment strategy.

Students will be given a chance to comment on their performance prior to getting feedback from their Trainer & Assessor. Students will receive a copy of all written comments and the evidence summary.

At the conclusion of an assessment, the Trainer & Assessor will complete Final Assessment Summary & Feedback Report for each student and indicate whether the student is competent or not competent. The student will sign that document and add any relevant comments. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record.

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 (noting that the fourth attempt is chargeable as per the fees and refunds policy). 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 re-enrol in the unit.

Assessment Appeals

Students can make an appeal against any assessment decision by following the Student Complaints and Appeals Policy and Procedures outlined in the Student Handbook.

Appeals will be dealt with following the Complaints and Appeals Procedure.

Supporting Documents

Document Name	Used for
Training resources: • Timetable • User guides • Trainer guide • Student guide • PowerPoints • Self-study guide	Training
Assessment tools: • Assessment Marking Guide (all units) • Assessment Mapping Guide • Student Assessment Tasks (all units) • Supporting resources	Assessment
Industry Consultation Register	Industry consultation & trainer currency
Trainer & Assessor Files	Trainers & Assessors

Assessment by RPL and/or Credit

Recognition of prior learning (RPL) and or credit is provided as an assessment option to students who consider they are able to meet the skills and knowledge requirements of any unit(s) that make up the RII60520 Advanced Diploma of Civil Construction Design program.

RPL assessment is based primarily on the use of portfolio evidence and an interview with the student that includes oral questioning. When considered necessary (based on the Trainer & Assessor's assessment of the student's portfolio and interview questioning), it may also include a challenge test.

All applicants for RPL will receive advice and guidance from a Trainer & Assessor to ensure they understand the requirements of the relevant units of competency and the types of evidence required. Student wishing to obtain recognition of their prior learning must then accept primary responsibility for identifying, gathering, and submitting suitable evidence of their current competency.

The process may involve the student undertaking a practical demonstration (e.g., in a role play), combined with questioning by the Trainer & Assessor.

For those units where an applicant is unable to provide sufficient evidence to the standards required, they will be required to complete training and assessment in those units. The details information about credit transfer and RPL is given in RSB's RPL and Credit Transfer Policy and Procedures.

Trainers and Assessors

Note that assessors must meet specific requirements as indicated in relevant units. Our vocational mapping demonstrates achievement of these requirements.

A qualified Trainer & Assessor must possess the following:

- TAE40116 Certificate IV in Training and Assessment or a Diploma or higher-level qualification in Adult Education.
- Vocational competencies at least to the level being delivered and assessed.

- Current industry skills directly relevant to the training and assessment being provided.

Specific details of the Trainer & Assessors' delivery/assessment capabilities can be found in the separate document namely Trainer & Assessor Matrix.

Quality Assurance

Validation Plan

RSB has a Validation Policy and Procedures for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each unit or module on the RSB'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.

The Validation Plan includes:

- When assessment validation will occur
- Which training products will be the focus of the validation
- Who will lead and participate in the validation activities.

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.9, 1.10 & 1.11). 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. In conducting validation, RSB 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 and RSB's Validation Policy and Procedures.

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 RSB's training and assessment systems and practices.
Validation plans and outcomes are recorded in the Validation Plan and Validation Tool. Refer to RSB Validation Policy and Procedures for more detail on validation arrangements.

Academic Integrity

RSB requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism, and collusion. The Academic Coordinator 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. RSB 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 friends' answers, using mobile phones or other electronic devises 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 were 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 of 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 student's will be investigated for academic misconduct.

Support Arrangements

RSB provides learning and welfare support to ensure a supported and successful learning environment for all students. Support arrangements are detailed in the following documents:

- Student Support Services Policy and Procedures
- Student Selection and Enrolment Policy and Procedures
- Student Handbook
- Student Induction and Orientation Policy and Procedures
- Course Progress and Intervention Policy and Procedures
- Deferment, Suspension and Cancellation Policy and Procedures
- Student Code of Conduct
- Student Selection and Enrolment Policy and Procedures

Transition Arrangements

RSB receives notification from ASQA when a training package qualification/ training package has been superseded. RSB ensures that the new training package qualification(s) is/are submitted as soon as practicable to ensure that current students may either complete the course with certification or transition to the new qualification within 12 months and before ASQA removing the qualification(s) from RSB scope as listed on the National Register.

Advice is given to existing and prospective students regarding new or revised Training Packages/qualifications via e-mails or through the formal transition process. Information for students and trainers is to be found on the RSB Google Drive folders and through attending regular staff meetings.

Quality Control

Monitoring & Improvement	Improvements to this TAS document are version controlled and significant improvements entered into the Continuous Improvements Register. The TAS may be customised to suit the needs of a specific cohort of student (target students). The TAS is systematically reviewed by the Industry Advisory Committee at least annually. Furthermore, assessments are validated and moderated as per our Assessment Validation Policy and Procedure. Evidence that Training and Assessment Strategies are being monitored and improved include: • Annual reviews to reflect the changes in the training package and/or the changes in the qualification • Records of staff and industry stakeholder meetings about training and assessment strategies	
Approval	Principal Executive Officer	Signature:

		Date:
	Academic Coordinator	Signature:
		Date:

Document Version & Control

Version	1.1 February 2023
Date Effective	3 April 2023
Review	This TAS will be reviewed in accordance with RSB documents review schedule
Approved By	Principal
Approval Date	27 February 2023
TAS Owner	Richmond School of Business
Related Standard	Standards for RTO's 2015- Chapter 4 (Clause 1.1 – 1.4 & 2.2)
Related Documents	• Education Services for Overseas Students Act 2000 • Information and Communications Technology Training Package Implementation Guide Specifications for Simulated Environments • https://training.gov.au/Training/Details/ICT60220

Training and Assessment Schedule
ICT60220 Advanced Diploma of Information Technology

Week	Unit code & title	Training schedule	Assessment schedule	Volume of learning		
				Training hours	Assessment hours	Self-study hours
1	BSBCRT611 Apply critical thinking for complex problem solving	Topic 1. Scope problem solving process Topic 2. Lead solution development process		20		10
2		Topic 3. Refine solution for implementation	AT1: Knowledge questions AT2: Project	10	10	10
3	BSBXCS402 Promote workplace cyber security awareness and best practices	Topic 1. Develop cyber security awareness in work area Topic 2. Support effective cyber security practices in work area		20		10
4		Topic 3. Review cyber security awareness in work area	AT1: Knowledge questions AT2: Project	10	10	10
5	ICTICT608 Interact with clients on a business level	Topic 1. Review client's business domain Topic 2. Develop new business with client		20		10
6		Topic 3. Negotiate new business initiatives Topic 4. Monitor, adjust and implement procedures to maintain client focus		20		10
7		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10
8	ICTNPL413 Evaluate networking regulations and legislation for the telecommunications industry	Topic 1. Assess economic and political influences on networking regulations and legislation		20		10
9		Topic 2. Determine impact of networking regulations and legislation		20		10
10		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10

11	Term 1 break					
12	Term 1 break					
13	Term 1 break					
14	BSBTWK502 Lead and manage team effectiveness	Topic 1. Establish team performance plan Topic 2. Develop and facilitate team cohesion		20		10
15		Topic 3. Facilitate teamwork Topic 4. Liaise with stakeholders	AT1: Knowledge questions AT2: Project	10	10	10
16	ICTCYS612 Design and implement virtualised cyber security infrastructure for organisation	Topic 1. Prepare to design infrastructure Topic 2. Design and plan infrastructure		20		10
17		Topic 3. Implement infrastructure Topic 4. Test infrastructure		20		10
18		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10
19	ICTPMG613 Manage ICT project planning	Topic 1. Establish project control plans Topic 2. Determine project methodology		20		10
20		Topic 3. Develop project schedule Topic 4. Finalise project budget		20		10
21		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10
22	ICTCYS606 Evaluate an organisation's compliance with relevant cyber security standards and law	Topic 1. Research existing security standards and laws Topic 2. Analyse compliance activities		20		10
23		Topic 3. Align organisation's activities to required standards	AT1: Knowledge questions AT2: Project	10	10	10
24	Term 2 break					
25	Term 2 break					

26	Term 2 break					
27	ICTICT618 Manage IP, ethics and privacy in ICT environments	Topic 1. Manage adherence to IP regulations Topic 2. Manage ethical behaviour		20		10
28		Topic 3. Manage privacy	AT1: Knowledge questions AT2: Project	10	10	10
29	ICTSAD609 Plan and monitor business analysis activities in an ICT environment	Topic 1. Plan business analysis approach Topic 2. Conduct stakeholder analysis		20		10
30		Topic 3. Plan business analysis activities and communication Topic 4. Plan requirements management process		20		10
31		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10
32	ICTCYS604 Implement best practices for identity management	Topic 1. Analyse organisation's identity management best practices		20		10
33		Topic 2. Design and implement best practices		20		10
34		Topic 3. Finalise implementation of strategy	AT1: Knowledge questions AT2: Project	5	15	10
35	ICTNWK612 Plan and manage troubleshooting advanced integrated IP networks	Topic 1. Plan the strategies for troubleshooting and monitoring the performance of advanced integrated IP networks Topic 2. Manage and monitor troubleshooting strategies for complex enterprise networks		20		10
36		Topic 3. Implement test plans for advanced network solutions	AT1: Knowledge questions AT2: Project	10	10	10

37	Term 3 break					
38	Term 3 break					
39	Term 3 break					
40	ICTCYS608 Perform cyber security risk assessments	Topic 1. Prepare to perform risk assessment Topic 2. Perform risk assessment		20		10
41		Topic 3. Finalise risk assessment	AT1: Knowledge questions AT2: Project	10	10	10
42	ICTTEN615 Manage network traffic	Topic 1. Evaluate network capacity and traffic congestion Topic 2. Develop traffic control strategies		20		10
43		Topic 3. Apply short and long-term traffic solutions Topic 4. Detect and take action on traffic congestion		20		10
44		Topic 5. Provide traffic indicators for capacity planning	AT1: Knowledge questions AT2: Project	5	15	10
45	ICTTEN622 Produce ICT network architecture designs	Topic 1. Prepare to produce ICT network architecture design Topic 2. Produce preliminary ICT network architecture design		20		10
46		Topic 3. Evaluate preliminary design and anticipated performance Topic 4. Finalise network architecture design and obtain approval		20		10
47		Review of contents	AT1: Knowledge questions AT2: Project	5	15	10
48	ICTICT523 Gather data to identify business requirements	Topic 1. Identify information sources Topic 2. Gather data		20		10
49		Topic 3. Prepare data analysis for review	AT1: Knowledge questions AT2: Project	10	10	10

50	Term 4 break			
51	Term 4 break			
52	Term 4 break			
	Sub-Total	600	200	400
	Total	1200		

Note: AT – Assessment Task