# Training and Assessment Strategy (TAS)

# CPC30420 Certificate III in Demolition (TGA Release 7.0)

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**Preface**

The Academy has developed a comprehensive Training and Assessment Strategy for this qualification which meets requirements listed in Clause 1.1-1.4 of Standards for Registered Training Organisations (2015). This strategy and our practises will comply with the Standards for RTO’s 2015 and the Training Package.

Training assessment strategy is macro level documentary explanation of the way The Academy offers training and assessment to students. To gain a more complete picture of the Training and Assessment Strategy for this qualification, this Training and assessment strategy should be read in conjunction with

* The Academy policies and procedures and course documents
* Trainer skills matrices – held on The Academy staff files
* Actual delivery schedules provided to students that indicate time, duration, nature and location of delivery
* Assessment tools, together with evidence requirements and associated mappings
* Advice to trainers and assessors about assessments and the way they are conducted for this qualification
* Practical placement procedures and documentation
* Training and Assessment Strategies Policy and Procedure v1.0
* Trainer and Assessor Guidelines
* Learning resources inventory for this qualification
* Assessment resources inventory for this qualification
* Communications related to Industry consultation undertaken in developing this qualification

The Training and Assessment Strategy is a dynamic document which will be reviewed and updated regularly in order to accommodate training package updates as well as subsequent changes as per reviews, ensuring that the training delivered at The Academy meets learner and industry needs.

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| **Name of RTO** | The Training Academy of Excellence (The Academy) |
| **Third-party arrangements** | Not applicable |
| **Training Package** | CPC Construction, Plumbing and Services Training Package |
| **Qualification Code & Title** | CPC40120 Certificate III in Demolition |
| **Course Description** | This qualification is designed to meet the needs of specialist demolition workers who dismantle and demolish public, residential, commercial and industrial structures of all types, and process the resulting materials for salvage, recycling and waste disposal.Licensing, legislative, regulatory or certification requirements for demolition work differ between states and territories. Please consult with the relevant regulatory authority.Completion of the general construction induction training program, specified in the Safe Work Australia model *Code of Practice: Construction Work*, is required by anyone carrying out construction work. Achievement of C*PCCWHS1001 Prepare to work safely in the construction industry* meets this requirement. |
| **Target Client(s)** | This qualification is targeted to domestic students who wish to work in demolition within the building and construction industry |
| **Entry Requirements** | In order to enrol in this program students must successfully complete an approved language, literacy and numeracy test conducted by The Academy.  |
| **Entry requirements as listed in the Training Package** | There are no entry requirements for this qualification. |
| **Qualification Pathways** | Participants who exit this course at any time prior to completion will receive a Statement of Attainment for the units of competency they have successfully achieved.After achieving CPC30420, students may wish to undertake the following pathways:* CPC41020 Certificate IV in Demolition
* CPC40120 Certificate IV in Building and Construction (Building)
* CPC50320 Diploma of Building and Construction (Management)
* CPC60121 Advanced Diploma of Building Surveying
* CPC60220 Advanced Diploma of Building and Construction (Management)
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| **Employment Pathway**  | After the successful completion of the CPC30420 Certificate III in Demolition, there are several career pathways, which include but not limited to: * Demolition worker
* Demolition plant operator
* Demolition team leader
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| **Qualification Rules**  | To achieve this qualification, the candidate must demonstrate competency in:* 20 units of competency:
	+ 11 core units
	+ 9 elective units.

The elective units can be selected from any of the groups listed on training.gov.au. Two elective units can be selected from any training package or accredited course, as long as they contribute to a valid, industry-supported vocational outcome and supports the AQF level of this qualification.CORE UNITS

| **Unit Code** | **Unit Title** |
| --- | --- |
| [CPCCCM2012](https://training.gov.au/training/details/CPCCCM2012)\* | Work safely at heights |
| [CPCCDE3016](https://training.gov.au/training/details/CPCCDE3016)\* | Identify hazards on demolition sites and apply risk management strategies |
| [CPCCDE3017](https://training.gov.au/training/details/CPCCDE3017)\* | Select and use hand tools and equipment for demolition tasks |
| [CPCCDE3018](https://training.gov.au/training/details/CPCCDE3018)\* | Select and use small plant and equipment for demolition tasks |
| [CPCCDE3019](https://training.gov.au/training/details/CPCCDE3019)\* | Demolish small buildings and structures using hand tools and small plant and equipment |
| [CPCCDE3020](https://training.gov.au/training/details/CPCCDE3020)\* | Select and use tools and equipment for hot work in the demolition industry |
| [CPCCDE3027](https://training.gov.au/training/details/CPCCDE3027) | Read and interpret demolition site plans and drawings |
| [CPCCOM1015](https://training.gov.au/training/details/CPCCOM1015) | Carry out measurements and calculations |
| [CPCCWHS2001](https://training.gov.au/training/details/CPCCWHS2001) | Apply WHS requirements, policies and procedures in the construction industry |
| [TLID1001](https://training.gov.au/training/details/TLID1001) | Shift materials safely using manual handling methods |
| [TLID2003](https://training.gov.au/training/details/TLID2003) | Handle dangerous goods/hazardous substances |

ELECTIVES

| **Unit Code** | **Unit Title** |
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| [RIIWHS205E](https://training.gov.au/training/details/RIIWHS205E) | Control traffic with stop-slow bat |
| [RIIWHS302E](https://training.gov.au/training/details/RIIWHS302E) | Implement traffic management plan |
| [RIIRIS202E](https://training.gov.au/training/details/RIIRIS202E) | Respond to site-based spills |
| [CPCCDE3022](https://training.gov.au/training/details/CPCCDE3022) | Manage demolition recyclable, waste materials and contaminated soil using load shifting equipment |
| [CPCCDE3023](https://training.gov.au/training/details/CPCCDE3023) | Operate skid steer loaders at ground level on demolition sites |
| [TLILIC0003](https://training.gov.au/training/details/TLILIC0003) | Licence to operate a forklift truck |
| [CPCCDE3026](https://training.gov.au/training/details/CPCCDE3026) | Operate excavators at ground level to demolish building elements |

An asterisk (\*) against a unit code below indicates that there is a prerequisite requirement that must be met. Prerequisite unit(s) must be assessed before assessment of any unit of competency with an asterisk. Check the unit of competency for information on specific prerequisite requirements. All prerequisite requirements are packaged in the qualification.**Rationale for selection of elective units**The elective units have been chosen based on the recommendation from industry consultation and future demolition worker needs.  |
| **Duration & Amount of Training****Qualification Design and****Delivery Schedule** | When developing the training and assessment strategy for CPC30420 Certificate III in Demolition, the Business Co-ordinator considered the AQF volume of learning guidelines for a Certificate III qualification. The guidelines recommend that it should take six months to two years (or 600 – 2400 hours) for a full-time equivalent (FTE) learner.This course is delivered over a total duration of 52 weeks which includes holidays.The volume of learning for this course is 1200 hours, comprising:* 800 hours of scheduled delivery of face-to-face training and assessment
* 400 hours of off campus self-paced learning.

Students are expected to undertake at least 7 to 14 hours per week of learning activities during their study period off campus.An individual training plan will be developed for each student. The following is a typical delivery schedule at The Academy.

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| Unit Code | Delivery Hours | Delivery weeks | Off Campus Self-paced Learning | Assessment location |
| **Stage 1** |
| [CPCCCM2012](https://training.gov.au/training/details/CPCCCM2012)\*CPCCDE3018 | 80 | Week 1 – week 4 | 40 | The AcademyClassroom  |
| [CPCCDE3016](https://training.gov.au/training/details/CPCCDE3016)\*CPCCDE3019 | 40 | Week 5 – week 6 | 20 | The AcademyClassroom  |
| [CPCCDE3017](https://training.gov.au/training/details/CPCCDE3017)\*CPCCDE3020CPCCDE3027 | 80 | Week7 - 10 | 40 | The AcademyClassroom |
| 6 weeks term Break (Week 11, Week 12, Week 13, Week 14, Week 15 and Week 16) |
| **Stage 2** |
| CPCCWHS2001 | 80 | Week 17-Week 20 | 40 | The AcademyClassroom |
| CPCCOM1015TLIC1001 | 40 | Week 21 – Week 22 | 20 | The AcademyClassroom  |
| TLID2003 | 80 | Week 23-Week 26 | 40 | The AcademyClassroom |
| 2 Weeks term Break (Week 27 and 28) |
| **Stage 3**  |
| [RIIWHS205E](https://training.gov.au/training/details/RIIWHS205E) | 80 | Week 29 – Week 32 | 40 | The AcademyClassroom  |
| [RIIWHS302E](https://training.gov.au/training/details/RIIWHS302E) | 80 | Week 33– Week 36 | 40 | The AcademyClassroom  |
| [RIIRIS202E](https://training.gov.au/training/details/RIIRIS202E) | 40 | Week 37 – Week 38 | 20 | The AcademyClassroom |
| 2 Weeks term Break including Christmas Holiday (Week 39 and Week 40) |
| **Stage 4**  |
| [CPCCDE3022](https://training.gov.au/training/details/CPCCDE3022) | 80 | Week 41 – Week 44 | 40 | The AcademyClassroom  |
| [CPCCDE3023](https://training.gov.au/training/details/CPCCDE3023)[CPCCDE3026](https://training.gov.au/training/details/CPCCDE3026) | 80 | Week 45 – Week 48 | 40 | The AcademyClassroom  |
| [TLILIC0003](https://training.gov.au/training/details/TLILIC0003) | 40 | Week 49 – Week 50 | 20 | The AcademyClassroom |
| 2 Weeks Break (Week 51 and 52) for reassessment and/or result compilation |
| **Total** | **800** | **400** |  |
| **Total volume of learning** | **800+400=1200 Hours** |  |

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| **Delivery Mode**  | * The course is delivered Face-to-face in a classroom with a fully equipped training facility.
* All units are delivered as Stand Alone units.
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| **Delivery Arrangement** | Training and assessment are conducted in a classroom. All theory units are delivered face-to-face as timetabled in allocated classrooms at The Academy campus.Classroom delivery does take place in a simulated workplace environment where trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:1. Quality – The work is of the standard required for entry into the industry.
2. Productivity – The work is performed within a timeframe appropriate for entry to the industry.
3. Safety – The work is performed in a manner that meets industry safety standards.

Guided learning: The Academy offers students the opportunity to work individually to maximise their learning potential. It is a course of study that is controlled by the subject expert (trainer).  |

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| **Adjusting Volume of Learning** | Volume of learning may be adjusted depending upon the student cohort. For example, students with significant industry experience may be able to complete the course in a shorter duration whilst students with little experience and/or studying with a disadvantage (see section below Reasonable Adjustment) may require longer study durations. |

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| **Assessment Strategy** |
| **General Assessment Approach** | Summative Assessment ApproachesSummative assessment approaches are undertaken as post training events that include the collection of knowledge and performance evidence from the student at a unit of competency level.Knowledge evidence, in this context, is the information an individual must possess to safely and effectively perform the work tasks described by the unit(s) of competency.Knowledge is assessed by completion of written or verbal questions contained in either assignments or unit case study tasks. Performance evidence in this context specifies the required product and process evidence, as well as the frequency and/or volume of product/process evidence.Performance is assessed by completion of scenarios, observation and practical activity tasks.**Determining Assessment Outcomes** Individual assessments are marked either satisfactory or unsatisfactory. On obtaining a satisfactory result for all assessment tasks set for a unit, Learners are deemed *Competent (C)* or *Not Yet Competent (NYC)*. Learners are given the opportunity for re-assessment (ref *Reassessment* below).In determining assessment outcomes, assessors take into consideration the following rules of evidence:**Validity** The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements. **Sufficiency** The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a student’s competency. **Authenticity** The assessor is assured that the evidence presented for assessment is the student’s own work. **Currency** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the recent past.**Reassessment**Learners unsuccessful at achieving competency at the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date. If a learner fails the re-assessment after two attempts, they will be advised to re-enrol in the unit. Refer to The Academy’s Assessment Policy and Procedures and The Academy’s Course Progression Policy.**Establishing Authenticity**The Academy uses a range of strategies to establish the authenticity of Learners’ submitted assessments including:* Making impromptu phone calls to all Learners submitting work electronically to establish whether the learner is the genuine author of the submitted work.
* Conducting Google searches to determine whether work has been plagiarised
* Incorporating learner oral presentations to ensure that the learner is presenting their own work and is able to answer follow up questions.

**Certificate Issuance**Prior to a graduation certificate being issued, The Academy checks the student’s file to ensure that all required assessments are submitted and that the work meets assessment requirements.**Special Consideration and Extension**The Academy understands that every learner may have reasons and personal circumstances that impact negatively upon the student’s ability to study. The Academy has course intervention and course extension processes in place as per The Academy’s Course Progression Policy to accommodate Learners’ needs and circumstances.**Assessment Information to Learners**Learners are provided with assessment documents for every assessment task they undertake. The Academy assessment tools include information needed for the Learners to complete the assessments including:* duration/due date,
* conditions of assessment,
* instructional information required to complete the task, and
* marking and submission information.

Resources provided to learners include: * Student instructions book
* Learner Guide
* Presentation handouts
* Computer and internet access
* Required materials of simulated business environment

**Assessment Information to Trainers/Assessors:** Trainers and Assessor will be provided with resources provided to learners and assessor versions of assessment tools including model answers, assessment instructions and decision making information. Learners are given individual feedback on the outcomes of each assessment they undertake. Cumulative assessment records are kept to monitor student progression. |
| **RPL and Credit Transfer**  | RPL is offered to all Learners and conducted in accordance with The Academy policy and procedures.Learners who believe they already have some of the competencies in the course they wish to study may apply for Recognition of Prior Learning (RPL). An essential requirement of RPL is proof of competency. This may involve providing copies of Learners resume and/or work performance appraisals, job position descriptions, and any certificates of in-house or formal training. Learners may be asked for contact details of people who can vouch for their skill level: supervisors from current or previous workplaces, clients, or some character references from the community. Examples of other useful records include letters from employers and records of their professional development sessions.For more information, refer to The Academy’s Recognition of Prior Learning (RPL) Policy.**Credit Transfer:** Learners may apply for credit transfer. If the Learners has successfully completed unit/s that have identified equivalence in content and learning outcomes between matched qualifications. If upon successful application Learners will be granted, Credit Transfer of the unit/s and are not required to enrol or undertake the unit. This will appear on their Statement of Results of Statement of Attainment as a CT.  |
| **Complaints and Appeals**  | Learners dissatisfied with an assessment outcome may appeal the assessment decision. In the first instance, Learners are encouraged to appeal informally by contacting their trainer/assessor and discussing the matter with them. In the event that the learner is dissatisfied with the outcome of such discussion, the learner may appeal further to either the Lead trainer and/or course coordinator. If a learner is still dissatisfied, the learner may appeal formally and in writing to have their result reviewed. For more information refer to Assessment Policy and Complaints and Appeals Policy and Procedures. |
| **Plagiarism,****Collusion and****Cheating** | The Academy regards plagiarism and cheating as a serious misdemeanour. Where evidence of plagiarism is found, the trainer/assessor informs the Lead trainer and/or the course coordinator, an interview is conducted with the learner and appropriate action taken. Evidence of plagiarism and cheating are treated on a case-by-case basis and consequences for Learners engaging in such practices may include that the assessment is deemed Not Yet Satisfactory or Not Yet Competent of the unit or exclusion from the course.Refer to The Academy’s Plagiarism and Cheating Policy and Procedure. |
| **Assessment Validation Schedule** | As required by the Standard 1 Clause 1.9 - Clause 1.11 of the Standard for RTOs, all assessment tools and procedures for the course will be validated at least once every five years and 50% will be validated within the first three years.The Academy has developed a validation calendar to ensure validation takes place systematically. A validation form has been developed to guide validation committee members in their judgements during validation meetings. Validation meeting outcomes and recommendations will be reviewed by the coordinator and appropriate actions taken to improve the quality of delivery and assessment. Validation meeting outcomes and recommendations will be reviewed by the coordinator and appropriate actions taken to improve the quality of delivery and assessment.

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| **Scheduled validation for CPC30420 Certificate III in Demolition** | Scheduled Validation Sessions |
| Jun2025 | Sep 2025 | Dec 2025 | Mar 2026 | Jun 2026 | Oct 2026 |
| [CPCCCM2012](https://training.gov.au/training/details/CPCCCM2012) | ✓ |  |  |  |  |  |
| [CPCCDE3016](https://training.gov.au/training/details/CPCCDE3016) | ✓ |  |  |  |  |  |
| [CPCCDE3017](https://training.gov.au/training/details/CPCCDE3017) |  | ✓ |  |  |  |  |
| [CPCCDE3018](https://training.gov.au/training/details/CPCCDE3018) |  | ✓ |  |  |  |  |
| [CPCCDE3019](https://training.gov.au/training/details/CPCCDE3019) |  |  | ✓ |  |  |  |
| [CPCCDE3020](https://training.gov.au/training/details/CPCCDE3020) |  |  | ✓ |  |  |  |
| [CPCCDE3027](https://training.gov.au/training/details/CPCCDE3027) |  |  |  | ✓ |  |  |
| [CPCCOM1015](https://training.gov.au/training/details/CPCCOM1015) |  |  |  | ✓ |  |  |
| [CPCCWHS2001](https://training.gov.au/training/details/CPCCWHS2001) |  |  |  |  | ✓ |  |
| [TLID1001](https://training.gov.au/training/details/TLID1001) |  |  |  |  | ✓ |  |
| [TLID2003](https://training.gov.au/training/details/TLID2003) |  |  |  |  |  | ✓ |
| [RIIWHS205E](https://training.gov.au/training/details/RIIWHS205E) |  |  |  |  |  | ✓ |
| [RIIWHS302E](https://training.gov.au/training/details/RIIWHS302E) | ✓ |  |  |  |  |  |
| [RIIRIS202E](https://training.gov.au/training/details/RIIRIS202E) | ✓ |  |  |  |  |  |
| [CPCCDE3022](https://training.gov.au/training/details/CPCCDE3022) |  | ✓ |  |  |  |  |
| [CPCCDE3023](https://training.gov.au/training/details/CPCCDE3023) |  | ✓ |  |  |  |  |
| [TLILIC0003](https://training.gov.au/training/details/TLILIC0003) |  |  | ✓ |  |  |  |
| [CPCCDE3026](https://training.gov.au/training/details/CPCCDE3026) |  |  | ✓ |  |  |  |

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| **Reasonable Adjustment** | The Academy works to ensure that learners with recognised disadvantages can access and participate in education and training on the same basis as other learners. Disadvantages may be based upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy or digital literacy issues to name but some.Where pre-training interviews and assessments reveal that a student may require special support or, where after enrolment, it is made apparent that the student requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a special need. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as the learner’s views, the potential effect of the adjustment on the learner and others and the costs and benefits of making the adjustment.Reasonable adjustment may consist of:* providing additional time for participants to complete learning and practice tasks to better prepare them for assessments
* presenting alternate methods of assessments more appropriate to the learner’s specific needs; for example, for sight-impaired students, using oral questioning instead of written questions
* adjusting learning materials’ English language level to better suit the individual
* using large print material and/or showing how to use zoom function to increase font size for elderly or sight impaired students
* extending course duration
* providing opportunities for reassessment
* presenting work instructions in diagrammatic or pictorial form instead of in written form
* Adjusting assessment conditions to better suit learner needs, for example, providing additional time within which to complete an assessment, as long as competency standards are maintained
* Providing additional trainer support outside scheduled class hours.

Any adjustments made must:* maintain the competency standards and course requirements as stipulated in the training package
* be discussed and agreed to by the learner
* benefit the learner
* be reasonable to expect in a workplace.
 |
| **Access/ Equity** | Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students’ commencing programs. Customised delivery and assessment strategies, including reasonable adjustments, will be designed to meet client needs. The Academy has a range of student support services that students are able to access. Support services include student counsellors, IT support officers and language specialists able to assist students who may require further assistance. |
| **Educational & Support Services** | **Student Support Staff and counsellor** The Academy employs student support staff and counsellors to help students with special needs and/or refer them to qualified Students Support Officers.Each campus is required to have dedicated Student Support Officers whose role is to review all data regarding student special needs collected during the pre-enrolment/enrolment stage. Data identifying students’ special needs is collected via a range of avenues including enrolment forms and pre- enrolment interviews. The student support officers assess the data and determine the type of support that the student may need in order to successfully complete the course. The student support officer is responsible for case-managing the student to ensure that the student is receiving appropriate support.The following support is available to learners:**Language, Literacy and Numeracy Support (LLN)**Based on the results of the applicants enrolment, and if deemed applicable, a meeting can be arranged to discuss the LLN assistance that The Academy may be able to provide for a learner, with a view to creating an action plan that best addresses a student’s LLN needs.**Additional Training and Tutorials**Every effort, within reason, will be made by The Academy staff to ensure a successful outcome for students. Additional training and / or tutorial may be negotiated.**Digital Literacy Support**The Academy employs full-time digital support staff able to help students experiencing difficulties in using computers. |
| **Industry consultation** | To ensure course relevance and currency, The Academy has consulted with industry representatives to receive their feedback on the Delivery and Assessment Plan. The following industry representatives have been involved in the development of this training and assessment strategy.

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| **Industry representative name** | **Representative’s position** | **Nature of consultation** |
| G MellorMellor Construction | Owner / CEO | * Industry needs and expectations
* Future growth and employment opportunities
* Trainers maintaining Industry currency
* Quality of trainers
* LLN skills for students
* Current Industry trends
* Assessment methods
 |
| J FoxBarnwood Builders | Operations Manager |
| P. WarrenBidlake Building and Construction | Project Manager |

| **Unit Code** | **Unit Title (Electives selected)** |
| --- | --- |
| [RIIWHS205E](https://training.gov.au/training/details/RIIWHS205E) | Control traffic with stop-slow bat |
| [RIIWHS302E](https://training.gov.au/training/details/RIIWHS302E) | Implement traffic management plan |
| [RIIRIS202E](https://training.gov.au/training/details/RIIRIS202E) | Respond to site based spills |
| [CPCCDE3022](https://training.gov.au/training/details/CPCCDE3022) | Manage demolition recyclable, waste materials and contaminated soil using load shifting equipment |
| [CPCCDE3023](https://training.gov.au/training/details/CPCCDE3023) | Operate skid steer loaders at ground level on demolition sites |
| [TLILIC0003](https://training.gov.au/training/details/TLILIC0003) | Licence to operate a forklift truck |
| [CPCCDE3026](https://training.gov.au/training/details/CPCCDE3026) | Operate excavators at ground level to demolish building elements |

**Summary of input**Based on feedback obtained from the industry representatives, The Academy has identified the following areas which have been given greater support, in the development of this Training & Assessment Strategy:1. The following comments were made by these consultants.

- The assessment sample seems thorough and encourages the students to seek advice.- Unit selection and overall strategy are sufficiently wide and practical to provide candidates with high potential for employment. Suggested improvements included the need to ensure that students focus on time management skills and project planning- Incorporation of forklift driving and traffic management units have captured the emerging industry needs. |
| **Facilities and Learning Resources**  |

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| **Student Requirements** | **The Academy Resources** |
| * Internet Access
* Computer/laptop/tablet
* The Academy assessment booklet
* Learner’s Guides (ebooks/physical books)
 | * Student support
* Library access
* Trainer’s and Assessor’s Guides
* Learning and assessment mapping documents
* Learning resources
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| **The Academy learners will have access to the following resources/equipment:*** The Academy learning resources - Power point, Learner guide (online and/or print book)
* Contextualised assessment tools
* Computer (The Academy computer lab)
* Library
* Training facilities including desks, chairs, projectors, equipment
* Classrooms
* Worksites, where applicable
* Policy procedures, manuals and documents defined in assessment conditions of each unit of competency.
* **The Academy Trainers will have access to the following resources:**
* The Academy learning resources- Power point, Learner guide, Assessment activities, Assessment matrix, Trainer assessor guide (online and/or print copy)
* Classroom
* Projector
* Computer with internet access
* RTO Manager
* The Academy email/ Intranet
* Printer
* Google drive
* Policy procedures, manuals and documents defined in assessment conditions of each unit of competency.
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| **Transition arrangements** | The Chief Executive Officer and Business Coordinator will ensure that The Academy is subscribed to email updates from:* training.gov.au
* Australian Industry and Skills Committee
* Skills IQ Service Organisation
* ASQA (general direction notifications)

These email updates advise of changes to transition requirements and/or Training Package changes relevant to a specific industry.On the occasion that there is a change in a relevant Training Package, the Coordinator of department will examine the amendments and inform affected staff of these changes at the next academic board review meeting.The academic board will review the changes made and create an action plan to implement the new training package or unit requirements. The action plan and its implementation will be reviewed at each management review meeting until the changes have been successfully implemented.Transition arrangements must be completed within 12 months of changes being notified or as notified by ASQA. The Academy will follow the procedures for ‘Transition and teach out arrangements’ as outlined in ASQA’s General Direction—Learner transition. |