

Training and Assessment Strategy

Training Product: **TAS - RII30820** **Certificate III in Civil Construction Plant Operations**



Contents

Training Product Overview	2
Training Product Components (Full Qualifications)	4
Entry and Resources Requirements	5
Pathways & Outcomes.....	7
Course Structure and Estimated Duration.....	8
Recognition Processes	9
Evidence Gathering and Recording Techniques.....	9
Assessments Systems.....	10
Educational and Support Services	11
Transition Arrangements	11
Continuous Improvement	11
Consultation	11
Assessment Conditions	12
Assessment Methods.....	14
Trainer and Assessor Requirements	15
Human Resources.....	16
Supporting Rationale.....	17
Document and Version Control.....	18

Document Name	TAS - RII30820	Document Version	2	Page Number	1
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

Training Product Overview	
Code, Full Title and Release	TAS - RII30820 Certificate III in Civil Construction Plant Operations (Release 2) This version was released with RII Resources and Infrastructure Training Package version 7.0.
Stream	N/A
Awarding RTO and Code	Landscape Skills (LS) Qld Small Business Courses (QSBC) RTO Code 41456
Available Funding Arrangements	<input checked="" type="checkbox"/> User Choice (Apprenticeships) <input checked="" type="checkbox"/> Construction Skills Queensland (CSQ) <input checked="" type="checkbox"/> Fee for Service <input type="checkbox"/> Certificate 3 Guarantee <input type="checkbox"/> Skilling Queenslanders for Work
Restrictions	Nil, However, the Queensland Government Contribution may be the same as Full Price, depending on qualification priority and thin market status
Delivery Locations	Online Platform and Workplace Delivery and Training Yard at Strathpine.
Target Group/Groups	A student that has less than 2 years' work experience, has basic skills in reading, writing, numeracy, communication and working with others, is generally supervised in the tasks they are asked to complete. This Target group could include: Individuals currently employed in the industry: who are seeking a formal recognition Individuals starting in the industry: who wish to learn the skills and knowledge required to operate plant. Individuals returning to the workforce: wishing to extend career options.
Qualification Description	This qualification reflects the role of individuals working as skilled operators with civil construction plant, who apply a broad range of skills in varied work contexts, using some discretion and judgement and relevant theoretical knowledge. These individuals may provide theoretical advice and support a team. Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.
Mode of Delivery	Predominantly the delivery mode is "Workplace-based delivery"
Licensing, legislative and certification considerations"	Licensing, legislative and certification requirements that apply to this qualification can vary between states, territories, and industry sectors. There are both licensed and non-licensed units of competency relating to high-risk work in the RII Resources and Infrastructure Industry Training Package. To be appointed under any statutory requirements in related roles, units of competency should be selected to meet the state/territory licensing requirements. There is a prerequisite to an imported unit listed in this qualification. Where a unit is imported as an elective care must be taken to ensure that the prerequisite specified is complied with.
Program Duration	Estimated Duration: An estimated [1591 hours] volume of learning, depending on electives selected, with an estimated duration of 24 months . Each student will have an initial/pre-enrolment meeting that will allow us to determine the expectations of the student and any opportunity they may have for any recognition of any prior learning or credit transfer. Variables that are unknown when making this estimation include, but are not limited to – progression of self-paced learning, availability of work-based tasks, and/or weather, electives selected etc. Based on sampling of completed students for the superseded course over the years 2019, 2020 and 2021 the duration of the course was between 1.5 years and 2.5 years. Individual Training Plans are created on an individual level in consultation with students and their employers (where applicable). Thus, will consider the wide range of different backgrounds and experiences of students. However, the maximum duration is 36 months based on a full-time student. The Expected Duration is the amount of time that it's reasonably expected someone could become competent and complete this qualification. All Training Plans are developed using the Expected Duration timeframe rather than the contract's nominal term.

Document Name	TAS - RII30820	Document Version	2	Page Number	2
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

	<p>School-based Apprentice or Trainee' or 'SAT' means an Apprentice or Trainee who is a school student- typically years 11 and 12 - in an approved arrangement that allows them to study for their senior certificate or equivalent, whilst at the same time undertaking government approved and nationally recognized training qualifications as paid employees. The limit for this apprenticeship in a school-based mode is a maximum of 40% of the competencies For this qualification for example, the maximum number of competencies during school-based mode is 8 competencies.</p>
<p>Amount of Training and Volume of Learning</p>	<p>Certificate III- 1 – 2 years</p> <p>1200 – 2400 hours</p> <p>We develop and implement strategies for training and assessment that are consistent with the AQF and comply with the AQF in applying the volume of learning to your programs.</p> <p>Volume of Learning for this qualification is [1591 hrs.]. Refer to the Estimated Duration Table.</p> <p>ASQA require that we give you an estimate of the duration of training. The trainer will conduct sessions at least every 3 months, usually 1 hour per session to meet the student's needs. Training sessions will be in person with the trainer or through an online platform.</p>
<p>Volume of learning within recommended AQF range</p>	<p><input checked="" type="checkbox"/>Yes <input type="checkbox"/>No IF No: Justification: N/A</p>

Training Product Components (Full Qualifications)

Packaging Rules	Total number of units = 20 15 core units plus 5 elective units, of which:					
	<ul style="list-style-type: none"> at least one (1) must be chosen from Group A at least two (2) must be chosen from Group B no more than two (2) may be chosen from Group C no more than one (1) may be chosen from elsewhere within this training package, or from another endorsed training package, or from an accredited course. <p>OR</p> <ul style="list-style-type: none"> at least two (2) must be chosen from Group A a further three (3) may be chosen from Group A, B, or C no more than one (1) may be chosen from elsewhere within this training package, or from another endorsed training package, or from an accredited course. 					
	Unit Code	Unit Name	Core/Elective	PRE-Requisites	Co-Requisite	Lic
1	RIIWHS201E	Work safely and follow WHS policies and procedures	Core	No	No	No
2	RIICOM201E	Communicate in the workplace	Core	No	No	No
3	RIIBEF201E	Plan and organise work	Core	No	No	No
4	RIIRIS301E	Apply risk management processes	Core	No	No	No
5	RIIRIS201E	Conduct local risk control	Elective-Group C	No	No	No
6	RIICCM201E	Carry out measurements and calculations	Core	No	No	No
7	RIICCM202E	Identify, locate and protect underground services	Core	No	No	No
8	RIICCM203E	Read and interpret plans and job specifications	Core	No	No	No
9	RIICCM205F	Carry out manual excavation	Core	No	No	No
10	RIICCM207E	Spread and compact materials manually	Core	No	No	No
11	RIICCM208E	Carry out basic levelling	Core	No	No	No
12	RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials	Core	No	No	No
13	RIISAM203E	Use hand and power tools	Core	No	No	No
14	RIISAM204E	Operate small plant and equipment	Core	No	No	No
15	RIIWMG203E	Drain and dewater civil construction sites	Core	No	No	No
16	RIICCM206E	Support plant operations	Core	No	No	No
17	RIIHAN308F	Load and unload plant	Elective-Group C	No	No	No
18	RIIMPO318F	Conduct civil construction skid steer loader operations	Elective-Group A	No	No	No
19	RIIMPO320F	Conduct civil construction excavator operations	Elective-Group A	No	No	No
20	AHCSAW201	Conduct erosion and sediment control activities	Elective-Group C	No	No	No

Entry and Resources Requirements	
RTO Entry Requirement	While there are no formal entry requirements for this qualification, Students undertaking this course will need to complete their training and assessment in a workplace environment or attend LANDSCAPE SKILLS Yard for practical activities where applicable to fulfil the practical requirements of this course. Otherwise, LANDSCAPE SKILLS may assist in special arrangements where possible. For an apprentice pathway, the student must be employed full-time or part-time and have access to a workplace to be able to gain the sufficient experience to successfully complete the unit of competency requirements.
Course Entry Requirement	<input checked="" type="checkbox"/> Minimum entry age: [15 Years Old] <input checked="" type="checkbox"/> Direct Entry with basic LLN Skills <input checked="" type="checkbox"/> As a rule, only Australian citizens/ permanent residents and New Zealand citizens who have entered Australia on a valid passport have unrestricted rights to employment in Australia. Visa holders may engage in apprenticeships or traineeships provided their work rights allows this, based on information and advice provided by the Australian Government. <input checked="" type="checkbox"/> Funding Eligibility if applicable
Language, Literacy and Numeracy (LLN)	Students require basic Language, Literacy and Numeracy skills, and these are confirmed as part of the enrolment process. 1.7 of the RTO Standards state all RTO's must determine the support needs of the student.: To determine the support needs of individual students' students on enrolment are required to complete a Language Literacy and Numeracy assessment to determine their level of LLN. In instances where it is identified that there may be a particular issue, appropriate measures will be in place to mitigate the student. In some instances, the student may also be referred to a learning centre for additional support and assistance.
Technology Literacy	Students will require basic technical skills to interpret and act on available information If a student requires support/ training in any of the recommended technical skills, we would arrange further support/training. including using: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> creating, saving, and editing documents <input checked="" type="checkbox"/> accessing and searching the internet <input checked="" type="checkbox"/> downloading and saving documents from websites <input checked="" type="checkbox"/> uploading documents through websites <input checked="" type="checkbox"/> participating in online discussions <input checked="" type="checkbox"/> connecting digital devices and downloading/uploading and storing images <input checked="" type="checkbox"/> using online video conferencing services.
Equipment Requirements	<input checked="" type="checkbox"/> Laptop computer/ Tablet/Phone or any suitable equipment to access the online learning platform. <input checked="" type="checkbox"/> Internet Access. If any resources are not available, we arrange for the resources to be provided where possible
Resources Requirements	The training and assessment is predominantly conducted at the student's workplace and the facilities are provided by them. A resource assessment is conducted at induction of the workplace/employer. If any resources are not available, we arrange for the resources to be provided. This can be using our training yard or the hire of equipment. Resources include: Learning resources, Physical resources, Assessment resources and Human resources [Refer to separate sections]

<p>Unique Student Identifier (USI)</p>	<p>From 1 January 2015, participants undertaking nationally recognised training require a USI before they can receive their training records and results. Once a USI is created participants will continue to use their USI for any future nationally recognised training they undertake. Your USI links to an online account that contains all your training records and results that you have completed after 1 January 2015. If you would like to create your own USI prior to commencing training, please visit www.usi.gov.au. Alternatively, with your permission (which can be provided when completing your enrolment) or Landscape Skills will create your USI number on your behalf or will access/verify your current USI.</p>
--	---

Document Name	TAS - RII30820	Document Version	2	Page Number	6
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

Pathways & Outcomes

Pathways into qualification	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completion of any certificate I & II qualification. <input checked="" type="checkbox"/> Currently employed on full-time or part-time basis in the construction industry and/or Landscaping Industry <input checked="" type="checkbox"/> School Based Apprenticeships
Pathways and Vocational Outcomes	<p>The following employment pathways are available to students who complete this qualification. This qualification provides an occupational outcome in civil construction. Depending on the units selected individuals will be able to seek employment not only in the civil construction industry, but also other industry sectors, such as landscaping, Plant operator Labourer, Civil construction worker.</p> <p>Participants will obtain a broad range skill set from work health safety, communication, planning and organisation skills and use hand and power tools.</p>

Course Structure and Estimated Duration

Structure and Order of Delivery	The sequence of delivery below is a “suggested” order. This order will be dependent on the workplace/type of work available/resources/electives chosen. The order will be negotiated with the student and the employer (if applicable) throughout the course and is subject to change. The variables out of our control which may affect delivery order, include but are not limited to – weather, scope of works available at any time.						
Unit Code	Unit Name	Core / Elective	Suggested delivery order	Estimated Workplace Training Hours (Employer/ RTO)	Estimated Self-Paced Activities Hours	Estimated Assessments Duration Hours	Total Hours
RIIWH201E	Work safely and follow WHS policies and procedures	Core	1	60	18	3	81
RIICOM201E	Communicate in the workplace	Core	1	40	12	3	55
RIIBEF201E	Plan and organise work	Core	1	40	12	3	55
RIIRIS301E	Apply risk management processes	Core	1	80	25	3	108
RIIRIS201E	Conduct local risk control	Elective-Group C	1	60	22	3	85
RIICCM201E	Carry out measurements and calculations	Core	2	70	20	3	93
RIICCM202E	Identify, locate and protect underground services	Core	2	60	24	3	87
RIICCM203E	Read and interpret plans and job specifications	Core	2	70	24	3	97
RIICCM205F	Carry out manual excavation	Core	2	40	12	3	55
RIICCM207E	Spread and compact materials manually	Core	2	40	12	3	55
RIICCM208E	Carry out basic levelling	Core	3	40	12	3	55
RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials	Core	3	60	24	3	87
RIISAM203E	Use hand and power tools	Core	3	60	16	3	79
RIISAM204E	Operate small plant and equipment	Core	3	60	24	3	87
RIIWMG203E	Drain and dewater civil construction sites	Core	3	60	16	3	79
RIICCM206E	Support plant operations	Core	4	40	12	3	55
RIIHAN308F	Load and unload plant	Elective-Group C	4	40	16	3	59
RIIMPO318F	Conduct civil construction skid steer loader operations	Elective-Group A	4	120	16	3	139
RIIMPO320F	Conduct civil construction excavator operations	Elective-Group A	4	120	16	3	139
AHCSAW201	Conduct erosion and sediment control activities	Elective-Group C	4	30	8	3	41
TOTAL							1591

Recognition Processes

Credit Transfer	<p>To apply for Credit Transfer</p> <p>The student needs to provide a USI transcript and/or original statement of attainment or qualification with record of results. We will verify these documents and may contact previous training provider to authenticate the documents before determining if you are eligible for credit transfer. If you have prior qualifications in another name, you will need to provide evidence of a name change please. Credit transfer will only be granted for whole units of competence. If approved for credit transfer, the credit transfers will be awarded and applied to your course. You can view this in your portal and in your live training plan.</p>
RPL	<p>LANDSCAPE SKILLS recognises that you may have skills or knowledge from previous learning or work experience, you may be eligible to apply for Recognition of Prior Learning and/or Credit Transfer towards partial completion of this qualification</p> <p>The competencies in this qualification may be attained through the process of Recognition of Prior Learning (RPL). RPL takes into consideration the students' previous training, work and life experience. This evidence is often referring to as 'challenge testing'.</p> <p>To apply for RPL the students will need to:</p> <ul style="list-style-type: none"> • Request RPL within the enrolment application form • Provide required evidence for selected units of competency. • Consultation and interview with a trainer and assessor to identify eligibility and provide guidance • Verbal questioning is used to investigate understanding of concepts, standard procedures, and minimum safety requirements for the course. • Be prepared to demonstrate practical ability <p>The student must provide adequate evidence to demonstrate prior experience in, the knowledge and performance evidence and each of the performance criteria listed in the unit of competency.</p>

Evidence Gathering and Recording Techniques

Evidence Gathering	<p>The evidence gathering process will reflect specific requirements for units within the training package, as well as the need to provide evidence of Employability Skills which are integrated into all units.</p> <p>Evidence collected may include combination of knowledge, skills observation and employer reports. Students are also expected to update their Workplace Activities sometimes referred to as WARs on a regular basis.</p> <p>All assessments will follow the Rules of Evidence and will be: - Current – the student has demonstrated the required skills and knowledge in a current context. - Sufficient – relates to the quality and quantity of assessment (e.g., Student may need perform required skills or more than one occasion to be deemed competent) - Authentic – the evidence gathered confirms it is the students own work. Valid – the assessment was appropriate to capture the student's skills and knowledge.</p> <p>Evidence types: Evidence might be gathered in form of photos, videos, workplace activity record, assessor questioning, assessor observation and written evidence.</p>
Progress Monitoring	<p>Progress and monitoring sessions are scheduled to ensure sufficient time is allowed to address the students' questions regarding each unit, to provide time to assist students with learning activities, time to review the training plan, discuss any additional support, resources etc. required by the student and workplace supervisor.</p>

Assessments Systems

Assessment Techniques	<p>The assessment techniques are:</p> <ul style="list-style-type: none"> • Formative Assessment • Summative Assessment • Supplementary
Assessment Resources	<p>All staff involved in the delivery and assessment of this qualification have:</p> <ul style="list-style-type: none"> ➢ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes ➢ Access to appropriate support materials relevant to their areas of delivery and assessment ➢ Access to training and assessment resources to meet the requirements of students with special needs including procedures for making reasonable adjustments to the assessment process ➢ Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below). <p>[See separate sections for Resources and Assessment Conditions]</p>
Reasonable Adjustment	<p>Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the support needs of a student with disability. The purpose of reasonable adjustments is to make it possible for students to participate fully. It is not to give students with additional or different needs an advantage over others, to change course standards or outcomes, or to guarantee success.</p> <p>A reasonable adjustment in learning and assessment activity needs to be justifiable and uphold the integrity of the unit/qualification. Reasonable adjustments should be negotiated on an individualised basis, recognizing that each person with disability will have specific learning needs and requirements for adjustment. Adjustments are not required if they could: cause LANDSCAPE SKILLS unjustifiable hardship and/or harm other students.</p> <p>Examples of reasonable</p> <ul style="list-style-type: none"> • modification to presentation mediums and techniques or teaching practices • course materials, information and learning tasks in alternative formats • alternative assessment formats, timeframes, or tasks • availability of assistive technologies or specialised equipment • allowing a carer or support person to be present in the learning environment
Assessment Timing	<p>The timing of the assessment will differ for each student, generally once all workplace training related to a unit of competency is completed, the online assessments can be completed. The practical assessment will be completed after both the workplace training and online assessments are completed.</p> <p>To ensure a flexible approach and to meet real workplace expectations and demands LANDSCAPE SKILLS will provide the student access to all training resources and assessment tools however, it is recommended that the student completes any self-study during the training period and commence the practical assessment only after the training for the specific skills in the unit of competency is completed.</p> <p>The trainer and assessor will contact each student to discuss their progress and inform them when assessments will be conducted.</p>
Assessment Validation	<p>LANDSCAPE SKILLS undertakes systematic validation that includes each training product on the scope of registration as per the requirements of clauses 1.9-1.11 of the RTO Standards</p>
Assessments Feedback	<p>Feedback and input from students and other stakeholders are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Trainers, employers, and students are also welcomed to give feedback at any time during their training and assessment with us. At the completion of a unit of competency and/or qualification/assessment all students are given the opportunity to complete a survey</p>

Educational and Support Services

Educational and Support Services	<p>LANDSCAPE SKILLS will ensure all students receive appropriate welfare and guidance throughout their program. This includes, learning pathways, possible RPL opportunities, provision for special needs and provision for special cultural and religious needs (where applicable). Such support will be provided by locating support through community services such as special needs services, welfare services, counselling, advisory bodies and government departments.</p> <p>Students are provided with learning resources and access to trainers to provide them with any needed academic support.</p> <p>Refer to Reasonable adjustment section</p>
----------------------------------	--

Transition Arrangements

The CEO subscribes to training.gov.au together with ASQA and Training.gov.au, Industry Skills Associations along with other associations. This provides information on any changes upcoming and made on any training products.

When there is a change to the Training Package that impacts on this TAS, the CEO will notify all staff affected as soon as possible.

LANDSCAPE SKILLS complies with clauses 1.26 & 1.27 of the RTO Standards. When there are major changes to the Training Package, the CEO and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by LANDSCAPE SKILLS CEO and the management team.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).

Continuous Improvement

Trainer and Assessor Feedback	Feedback and input from Trainers are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Feedback can be gathered formally and/or informally
Students Feedback	Feedback and input from students are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Feedback can be gathered formally and/or informally.
Employers Feedback	<p>Employer's feedback is gathered during three stages</p> <ul style="list-style-type: none"> Pre-enrolment During-enrolment After completion <p>Feedback may be gathered formally and/or informally</p>
Course Review	Stakeholder consultations occur on an ongoing basis throughout the year. Evidence of industry consultations and resulting actions is documented. Ongoing consultations with stakeholders assist in evaluating the course and identifying opportunities for improvement.

Consultation

Industry Consultation	Consultation with industry is conducted on a regular basis. The consultation contributes to LANDSCAPE SKILLS Training and Assessment Strategies and provides an insight as to what the industry requires for their training needs. LANDSCAPE SKILLS maintains an Industry Consultation Register.
Consultation for Development of TAS	Industry representatives consulted during the development and review of the training and assessment strategy for this qualification are recorded in the LANDSCAPE SKILLS Industry Consultation Register.

Document Name	TAS - RII30820	Document Version	2	Page Number	11
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

Assessment Conditions

Learning and assessment is conducted in a work-related environment that leads to verifiable workplace outcomes. LANDSCAPE SKILLS is responsible for ensuring honest, valid, and reliable assessment is conducted throughout all programs. This includes ensuring all students are assessed against the critical aspects of assessment which apply to every unit of competency within the program.

Mandatory conditions for assessment of this Qualification are stipulated below. With additional specific requirements for each unit listed in the table below

The assessment must: include access to:

personal protective equipment

relevant documentation

be conducted in a safe environment; and,

be assessed in the context of this sector's work environment; and,

be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and, confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Unit Code	Unit Name	Assessment Conditions and Resources
RIIWH201E	Work safely and follow WHS policies and procedures	equipment related to working safely and follow WHS policies and procedures Work documents Energy sources, Site plans, PPE Work permits, Emergency procedures and equipment
RIICOM201E	Communicate in the workplace	Site plans, Work documents Traffic signage, PPE Communication equipment, Site policies and procedures
RIIBEF201E	Plan and organise work	Work plans, Work documents, SDS, SOP's, PPE
RIIRIS301E	Apply risk management processes	include access to risk management policies, procedures and systems Work documents, Energy sources, Site plans, PPE, Work permits, Emergency procedures and equipment
RIIRIS201E	Conduct local risk control	equipment required to conduct local risk control Work documents, Energy sources, Site plans, PPE, Work permits, Emergency procedures and equipment
RIICCM201E	Carry out measurements and calculations	equipment required to carrying out measurements and calculations Work documents, measuring tools, calibration tools, SWMS/JSA's etc PPE
RIICCM202E	Identify, locate and protect underground services	underground service locating equipment Work documents, Site plans, phone or communication device for Dial before you dig, SWMS's, Traffic control equipment, SDS, PPE
RIICCM203E	Read and interpret plans and job specifications	equipment required to read and interpret plans and job specifications Range of construction drawings and plans, Site with services, Work Safety documents, PPE
RIICCM205F	Carry out manual excavation	equipment required to carry out manual excavation Site/work plans, Traffic signage, Barricade equipment Hand excavation tools, Work safety documents, PPE
RIICCM207E	Spread and compact materials manually	Site plans Work documents, Traffic signage, Pre-start, shutdown, documents, Operator manuals, Mechanic compaction equipment, Delivery vehicles, Hand tools and equipment, PPE
RIICCM208E	Carry out basic levelling	equipment required to carry out basic levelling Site plans, Work documents, Traffic signage Survey and levelling equipment

TAS - RII30820	2	12
10/08/2021	RTO # 41456	CEO

RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials	equipment required to handle resources and infrastructure materials and safely dispose of nontoxic materials Site plans, Work documents, SDS, PPE, Tools and equipment, Site policies and procedures Dust suppression equipment
RIISAM203E	Use hand and power tools	equipment required to use hand and power tools Work documents, SDS, PPE, Hand Tools and equipment, Power tools
RIISAM204E	Operate small plant and equipment	equipment required to operate small plant and equipment Work documents, SDS, PPE, Small plant and equipment, Fuel and lubricants, Basic hand tools for maintenance
RIIWMG203E	Drain and dewater civil construction sites	equipment required to drain and dewater civil construction sites Work documents, Water sources, Site plans, PPE, Silt trap equipment, Water pump, Temporary drainage, equipment, Excavation tools
RIICCM206E	Support plant operations	equipment required to support plant operations Plant with operator, Site plans, Traffic management signage, Barricade equipment, workplace safety documents/procedures, Marking tools, PPE
RIIHAN308F	Load and unload plant	plant to load and unload trailer or float signage and barriers loading aids and securing devices
RIIMPO318F	Conduct civil construction skid steer loader operations	access to: <ul style="list-style-type: none"> • a skid steer loader • materials to be shifted Pre-start docs, manufacturers, instructions, COP's, PPE, skid steer loader, trailer or Ute to load skid steer, tie down equipment, risk assessments, basic maintenance tools, cleaning equipment and biosecurity policies, materials to be shifted
RIIMPO320F	Conduct civil construction excavator operations	access to: <ul style="list-style-type: none"> • excavator • attachments Pre-start docs, manufacturers, instructions, COP's, PPE, excavator, trailer or Ute to load excavator, tie down equipment, risk assessments, basic maintenance tools, cleaning equipment and biosecurity policies
AHCSAW201	Conduct erosion and sediment control activities	Site plans, tools, PPE, WHS docs, sediment equipment and materials Physical conditions: skills must be demonstrated on at least two different sites with distinctly different terrain and soil characteristics resources, equipment and materials: tools, equipment and machinery for installing erosion and sediment controls specific to the site requirements consumables and materials required for erosion controls specifications: manufacturer operating instructions for equipment and machinery workplace instructions and specifications relationships: supervisor.

Assessment Methods

Assessment Method by ASQA	Description	Assessment Methods LANDSCAPE SKILLS Mapping					
Direct Observations	Assessed in real time in the workplace	Practical Observations					
Product Based Methods	Structured Assessment activities such as reports and work samples	Multiple Choice and Short written Questions Scenarios and case studies Activity sheets and reports					
Portfolio	A collection of work samples of annotated and validated pieces of evidence, compiled by the student. Such as written documents, photographs and logbooks	Work Activity Record (WAR) Photographs					
Questioning	Written or verbal questioning	Verbal Questioning					
Third-Party Evidence		Third Party Report					
Unit Code	Unit Name	Multiple Choice and Short written Questions	Verbal Questioning	Scenarios and case studies	Activity sheets and reports	Practical Observations	Third Party Report
RIIWS201E	Work safely and follow WHS policies and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICOM201E	Communicate in the workplace	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIBEF201E	Plan and organise work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIRIS301E	Apply risk management processes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIRIS201E	Conduct local risk control	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM201E	Carry out measurements and calculations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM202E	Identify, locate and protect underground services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM203E	Read and interpret plans and job specifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM205F	Carry out manual excavation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM207E	Spread and compact materials manually	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM208E	Carry out basic levelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIISAM203E	Use hand and power tools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIISAM204E	Operate small plant and equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIWMG203E	Drain and dewater civil construction sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIICCM206E	Support plant operations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIHAN308F	Load and unload plant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIMPO318F	Conduct civil construction skid steer loader operations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RIIMPO320F	Conduct civil construction excavator operations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCSAW201	Conduct erosion and sediment control activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Trainer and Assessor Requirements

LANDSCAPE SKILLS ensures all trainers and assessors comply with the requirements of clauses 1.1 – 1.16 of the RTO Standards. Individual staff profiles are maintained at the unit of competency level for each trainer and assessor

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the RTO Standards /Australian Quality Training Framework mandatory requirements for assessors' current at the time of assessment and any relevant licensing and certification requirements. This includes:

vocational competencies at least to the level being delivered and assessed

current industry skills directly relevant to the training and assessment being provided

current knowledge and skills in vocational training and learning that informs their training and assessment

formal relevant qualifications in training and assessment

having knowledge of and/or experience using the latest techniques and processes

possessing the required level of RII training product knowledge

having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces

demonstrating the performance evidence, and knowledge evidence outlined in this unit of competency, and

the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must have current industry skills directly relevant to the training and assessment being provided. This means the industry subject matter expert must demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure	1	1 year
	2	2 years
Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure	3-6	3 years
Other sectors	Where this unit is being assessed outside of the resources and infrastructure sectors assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no industry standard is specified should comply with any relevant regulation.	

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a unit of competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Staff Profiles are annually reviewed to ensure compliance with the RTO Standards

Document Name	TAS - RII30820	Document Version	2	Page Number	15
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

Human Resources			
Unit Code	Unit Name	Trainer & Assessor	Trainer & Assessor
RIIWHHS201E	Work safely and follow WHS policies and procedures	Steven Jameson	Shane Watterson
RIICOM201E	Communicate in the workplace	Steven Jameson	Shane Watterson
RIIBEF201E	Plan and organise work	Steven Jameson	Shane Watterson
RIIRIS301E	Apply risk management processes	Steven Jameson	Shane Watterson
RIIRIS201E	Conduct local risk control	Steven Jameson	Shane Watterson
RIICCM201E	Carry out measurements and calculations	Steven Jameson	Shane Watterson
RIICCM202E	Identify, locate and protect underground services	Steven Jameson	Shane Watterson
RIICCM203E	Read and interpret plans and job specifications	Steven Jameson	Shane Watterson
RIICCM205F	Carry out manual excavation	Steven Jameson	Shane Watterson
RIICCM207E	Spread and compact materials manually	Steven Jameson	Shane Watterson
RIICCM208E	Carry out basic levelling	Steven Jameson	Shane Watterson
RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials	Steven Jameson	Shane Watterson
RIISAM203E	Use hand and power tools	Steven Jameson	Shane Watterson
RIISAM204E	Operate small plant and equipment	Steven Jameson	Shane Watterson
RIIWMG203E	Drain and dewater civil construction sites	Steven Jameson	Shane Watterson
RIICCM206E	Support plant operations	Steven Jameson	Shane Watterson
RIIHAN308F	Load and unload plant	Steven Jameson	Shane Watterson
RIIMPO318F	Conduct civil construction skid steer loader operations	Steven Jameson	Shane Watterson
RIIMPO320F	Conduct civil construction excavator operations	Steven Jameson	Shane Watterson
AHCSAW201	Conduct erosion and sediment control activities	Steven Jameson	Shane Watterson

Supporting Rationale

Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.

RTO Standards: These Standards are the Standards for Registered Training Organisations 2015. These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

Standard 1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Recognition of Prior Learning (RPL)

means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and

informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

The Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education. Provides a **guide** to the volume of learning (see 'AQF volume of learning indicators' table), which describes how long a student who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.

<https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf>

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

Estimated Duration

From RTO Standards:

- a) the training and assessment, and related educational and support services the RTO will provide to the student including the:
 - i) estimated duration;
 - ii) expected locations at which it will be provided;
 - iii) expected modes of delivery;
 - iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf; and
 - v) any work placement arrangements.

Definition: estimate

verb

past tense: estimated; past participle: estimated

"Roughly calculate or judge the value, number, quantity, or extent of"

When trying to best estimate duration of training, we have had to consider different variables and these are referred to in the Estimated Duration Table.

The Estimated Duration table, does not include formative assessment hours. These are in addition to the Volume of Learning.

The time required to complete assessments can differ greatly from student to student as recorded in Assessment Timing.

Credit transfer is defined in the AQF as follows: Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. This is underpinned by the AQF definition of credit as follows: Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Document Name	TAS - RII30820	Document Version	2	Page Number	17
Publish Date	10/08/2021	RTO #	41456	Owner	CEO

Document and Version Control

Document Title:	TAS - RII30820
Author:	Wendy Owen & Joana Al-Kassar
Reviewed By:	Quality & Compliance Manager- Wendy Owen
Approved By:	Chief Executive Officer: Matthew Rawlinson 0407 541 906
Document Version:	2
Approval Date:	9/08/2021
Review Date:	9/08/2021

Version	Date Approved	Approved by	Summary of changes made
2	9/08/2021	CEO	New TAS template

Document Name	TAS - RII30820	Document Version	2	Page Number	18
Publish Date	10/08/2021	RTO #	41456	Owner	CEO