Training and Assessment Strategy

Training Product: **TAS – Short Courses**

Contents

Training Product Overview

Code, Full Title and Release	**TAS – Short Courses** RII – Resources and Infrastructure Industry Training Package AHC – Agriculture, Horticulture and Conservation and Land Management
Stream	N/A
Awarding RTO and Code	Landscape Skills (LS) Qld Small Business Courses (QSBC) RTO Code 41456
Available Funding Arrangements	☐ User Choice (Traineeship) ☒ Construction Skills Queensland (CSQ) (where applicable0 ☒ Fee for Service ☐ Certificate 3 Guarantee ☐ Skilling Queenslanders for Work
Restrictions	Nil
Delivery Locations	Online Platform and Workplace Delivery and Training Yard at Strathpine and Logan.
Target Group/Groups	**Group 1** **Individuals currently employed or own their small business and wish to gain additional skills.** **Group 2** **Individuals currently employed or own their small business and wish to update their knowledge and skills.** **Group 3** **Individuals returning to the workforce: wishing to extend career options.**
Qualification Description	N/A- Units Only
Mode of Delivery	Predominantly the delivery mode is "Workplace-based delivery"
Licensing, legislative and certification considerations"	For the unit TLILIC0003 Licence to operate a forklift truck **ONLY** Legislative and regulatory requirements are applicable to this unit of competency. This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements. The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

Training Product Overview

Program Duration	Estimated Duration: An estimated **[41- 900 hrs]** Volume of Learning, depending on electives selected, with an estimated duration of [6 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. 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 12 months based on a full-time student. **If a student is under CSQ funding, this short course must be completed by the contract end date.** 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.
Amount of Training and Volume of Learning	**Short Course** **41-900 hrs** 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. Volume of Learning for can range between [**41-900 hrs**] 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. At each training session students are provided with: ● instruction and coaching ● details of the requirements for practical assessments 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.
Volume of Learning within recommended AQF range	☒Yes ☐No IF No: Justification:

Training Product Components (Short Course)

Industry	Unit Code	Unit Name	Core/Elective	PRE-Requisites	Co-Requisite	Lic
Packaging Rules	No Packaging Rules are applicable					
1	BSBESB402	Establish legal and risk management requirements of new business ventures	Elective	Nil	Nil	Nil
2	TLILIC0003	Licence to operate a forklift truck	Elective	Nil	Nil	See Licensing Section
3	RIIMPO319F	Conduct civil construction wheeled front end loader Operations	Elective	Nil	Nil	Nil
CSQ Funding available if eligible for below:						
4	RIICCM202E	Identify, locate and protect underground services	Elective	Nil	Nil	Nil
5	RIIHAN308F	Load and unload plant	Elective	Nil	Nil	Nil
6	RIIHAN309F	Conduct telescopic materials handler operations	Elective	Nil	Nil	Nil
7	RIIMPO317F	Conduct roller operations	Elective	Nil	Nil	Nil
8	RIIMPO318F	Conduct civil construction skid steer loader operations	Elective	Nil	Nil	Nil
9	RIIMPO320F	Conduct civil construction excavator operations	Elective	Nil	Nil	Nil
10	RIIMPO321F	Conduct civil construction wheeled front end loader operations	Elective	Nil	Nil	Nil
11	RIIMPO326E	Conduct water vehicle operations	Elective	Nil	Nil	Nil

Entry and Resources Requirements

RTO Entry Requirement	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 a traineeship 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	☒ Minimum entry age: [15 Years Old] ☒ Direct Entry with basic LLN Skills ☒ 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. ☒ 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 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 test 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 that instance the student will 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 ☒creating, saving, and editing documents ☒ accessing and searching the internet ☒ downloading and saving documents from websites ☒ uploading documents through websites ☒ participating in online discussions ☒ connecting digital devices and downloading and storing images ☒ using online video conferencing services.
Equipment Requirements	☒ Laptop computer/ Tablet/Phone or any suitable equipment to access the online learning platform. ☒ Internet Access. If any resources are not available, we arrange for the resources to be provided where possible
Resources Requirements	The training 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]
Unique Student Identifier (USI)	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.

Pathways & Outcomes

Pathways into qualification	☐ Completion of any certificate I & II qualification. ☐ Currently employed on full-time or part-time ☐ School Based Apprenticeships
Pathways and Vocational Outcomes	Upon successful completion of any of the units, the student will be issued a statement of attainment

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 Training Hours (Employer/ RTO)	Estimated Self-Paced Activities Hours	Estimated Assessments Duration Hours	Total Hours
BSBESB402	Establish legal and risk management requirements of new business ventures	Elective	1	8	24	3	36
TLILIC0003	Licence to operate a	Elective	1	65	24	3	93
RIICCM202E	Identify, locate and protect underground services	Elective	2	60	24	3	87
RIIHAN308F	Load and unload plant	Elective	2	40	16	3	59
RIIHAN309F	Conduct telescopic materials handler operations	Elective	2	120	16	3	139
RIIMPO317F	Conduct roller operations	Elective	2	120	16	3	139
RIIMPO318F	Conduct civil construction skid steer loader operations	Elective	2	120	16	3	139
RIIMPO319E	Conduct backhoe/loader	Elective	2	120	16	3	139
RIIMPO320F	Conduct civil construction excavator operations	Elective	2	120	18	3	141
RIIMPO321F	Conduct civil construction wheeled front end loader operations	Elective	2	120	18	3	141
RIIMPO326E	Conduct water vehicle operations	Elective	2	40	16	3	59

Recognition Processes

Credit Transfer	To apply for Credit Transfer The applicant 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.

Recognition of Prior Learning (RPL)	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
	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'.
	To apply for RPL the students will need to:
	    • 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
	
	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.

Evidence Gathering and Recording Techniques

Evidence Gathering	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. 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. 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. Evidence types: Evidence might be gathered in form of photos, videos, workplace activity record, assessor questioning, assessor observation and written evidence.
Progress Monitoring	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.

Assessments Systems

Assessment Techniques	The assessment techniques are: • Formative Assessment • Summative Assessment • Supplementary
Assessment Resources	All staff involved in the delivery and assessment of this qualification have: ➢ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion Volume of Learning. ➢ 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). The training is conducted at the student's workplace and the facilities are provided by them. A resource assessment is conducted at enrolment at a unit of competency level. {Refer to Assessments Conditions and resources The resources required to be provided by either the student, workplace or LANDSCAPE SKILLS will be: Learning and assessment Platform Workplace Activity recording
Reasonable Adjustment	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. 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. Examples of reasonable • 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	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. 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. The trainer and assessor will contact each student to discuss their progress and inform them when assessments will be conducted.
Assessment Validation	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 RTO Standards
Assessments Feedback	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

Educational and Support Services

Support, Welfare and Guidance	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. Students are provided with learning resources and access to trainers to provide them with any needed academic support. Refer to Reasonable adjustment section

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 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 Manager 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	Employer's feedback is gathered during three stages Pre-enrolment During-enrolment After completion Feedback may be gathered formally and/or informally
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 SKILLSs 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 LANDSCAPE SKILLS's Industry Consultation Register

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 trainees/apprentices 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.

Unit Code	Unit Name	Assessment Conditions and Resources
BSBESB402	Establish legal and risk management requirements of new business ventures	Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to: business technology, including internet access legislation, regulations, codes of practice and standards relating to business described in performance evidence workplace documentation and resources relevant to performance evidence.
TLILIC0003	Licence to operate a forklift truck	Resources for assessment must include access to: a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe/serviceable condition in accordance with manufacturer requirements associated equipment for forklift truck operations suitable dynamic and non-dynamic loads suitable compliant racking system relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry applicable documentation including: approved codes of practice and relevant guidance material relevant Australian technical standards manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable)
RIICCM202E	Identify, locate and protect underground services	Mandatory conditions for assessment of this unit are stipulated below. The assessment must: include access to: underground service locating equipment personal protective equipment be conducted in a safe environment; and,

		be assessed in context of this sector's work environment; and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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.
RIIHAN308F	Load and unload plant	plant to load and unload trailer or float signage and barriers loading aids and securing devices
RIIHAN309F	Conduct telescopic materials handler operations	include access to: telescopic materials handler attachments personal protective equipment be conducted in a safe environment and, be assessed in context of this sector's work environment and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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
RIIMPO317F	Conduct roller operations	include access to: roller personal protective equipment be conducted in a safe environment; and, be assessed in context of this sector's work environment; and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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
RIIMPO318F	Conduct civil construction skid steer loader operations	access to: • 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
RIIMPO319E	Conduct backhoe/loader	include access to: backhoe/loader personal protective equipment be conducted in a safe environment; and, be assessed in context of this sector's work environment; and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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
RIIMPO320F	Conduct civil construction excavator operations	access to: • 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
RIIMPO321F	Conduct civil construction wheeled front end loader operations	include access to: wheeled front end loader materials to be shifted personal protective equipment be conducted in a safe environment; and, be assessed in context of this sector's work environment; and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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
RIIMPO326E	Conduct water vehicle operations	include access to: a water vehicle water distribution system personal protective equipment be conducted in a safe environment; and, be assessed in context of this sector's work environment; and, be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals 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.

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
BSBESB402	Establish legal and risk management requirements of new business ventures	☒	☒		☒	☒	☐
TLILIC0003	Licence to operate a forklift truck	☒	☒		☒	☒	☐
RIICCM202E	Identify, locate and protect underground services	☒	☒		☒	☒	☒
RIIHAN308F	Load and unload plant	☒	☒		☒	☒	☒
RIIHAN309F	Conduct telescopic materials handler operations	☒	☒	☒	☒	☒	☒
RIIMPO317F	Conduct roller operations	☒	☒	☒	☒	☒	☒
RIIMPO318F	Conduct civil construction skid steer loader operations	☒	☒	☒	☒	☒	☒
RIIMPO319E	Conduct backhoe/loader operations	☒	☒	☒	☒	☒	☒
RIIMPO320F	Conduct civil construction excavator operations	☒	☒	☒	☒	☒	☒
RIIMPO321F	Conduct civil construction wheeled front end loader operations	☒	☒	☒	☒	☒	☒
RIIMPO326E	Conduct water vehicle operations	☒	☒	☒	☒	☒	☒

Trainer and Assessor Requirements

LANDSCAPE SKILLS ensures all trainers and assessors comply with the requirements of clauses 1.1 – 1.16 of 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 Standards for Registered Training Organisations (RTOs) 2015/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

For RII Units

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 a high level of RII training product knowledge
having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
demonstrating the performance evidence, and knowledge evidence as 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.

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.

Staff Profiles are annually reviewed to ensure compliance with RTO Standards

Human Resources

Unit Code	Unit Name	Trainer & Assessor	Trainer & Assessor
BSBESB402	Establish legal and risk management requirements of new business ventures	Matthew Rawlinson	
TLILIC0003	Licence to operate a forklift truck	Kevin Hobbs	
RIICCM202E	Identify, locate and protect underground services	Steve Jameson	Shane Watterson
RIIHAN308F	Load and unload plant	Steve Jameson	Shane Watterson

RIIHAN309F	Conduct telescopic materials handler operations	Steve Jameson	Shane Watterson
RIIMPO317F	Conduct roller operations	Steve Jameson	Shane Watterson
RIIMPO318F	Conduct civil construction skid steer loader operations	Steve Jameson	Shane Watterson
RIIMPO319E	Conduct backhoe/loader operations	Steve Jameson	Shane Watterson
RIIMPO320F	Conduct civil construction excavator operations	Steve Jameson	Shane Watterson
RIIMPO321F	Conduct civil construction wheeled front end loader operations	Steve Jameson	Shane Watterson
RIIMPO326E	Conduct water vehicle operations	Steve 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

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