Training and Assessment Strategy

MEM20413 Certificate II Engineering Pathways

Gympie State High School

Version: 2019.1.0

Approval School RTO training and assessment strategy			
School RTO Name	Gympie State High School	**QCAA Number**	404
Qualification Code	MEM20413	**National Provider Number**	30067
RTO Manager		**Principal**	
Name	Alicia Radecker	**Name**	Anthony Lanskey
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Date	14/02/2020	**Date**	14/02/2020

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Section 1 Program overview

1.1 National requirements

Qualification code	MEM20413
Qualification title	Certificate II in Engineering Pathways
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4
Training package code	MEM05
Current release date	05/06/14
Training package title	*Metal and Engineering Training Package*
National register	https://training.gov.au/Training/Details/MEM05
Companion volume	Not Applicable

Qualification status	Current	Where a qualification is **no longer current and has not been superseded**, all students' training and assessment must be completed and the relevant AQF certification issued **within a period of two years** from the date the qualification was removed or deleted from the National Register.
Superseded, deleted or no longer current date	n/a	
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	n/a	Where a qualification on the RTO's scope of registration is **superseded**, all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement **within a period of one year** from the date the replacement qualification was released on the National Register.

TAS has been developed through industry engagement	☑ Yes ☐ No (See Section 7)	**Total number of proposed assessment tools for this qualification**	18 (See Section 3)

Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
Current release date	05/06/14	**Release number**	11.1

(Note: the "Current release date / Release number" row appears near the top of the table as shown above.)

TAS implementation date (See **Section 10**)	14/02/2020	**TAS monitoring date** (See **Section 11**)	24/05/2019
Developed for: (Select one only)	☐ individual student/s	**Name/s of individual student/s**	
	☑ class cohort	**Current number of students enrolled**	16; 22
A representative sample of assessment tools has been validated	☑ Yes ☐ No ☐ Pending (See Sections 8 & 9)	**Delivery period for this cohort or individual** Start End	 28/01/2020 19/11/2021
RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	☑ Yes ☐ No	**RTO has checked other printed and electronic student information/data for compatibility with TAS**	☑ Yes ☐ No

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1.2   Qualification

Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions.	☑ Yes ☐ No
	The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.	
	Application	
	The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.	
	Delivery	
	Registered Training Organisations (RTOs) offering this qualification will need to have access to basic engineering equipment and facilities, as well as sufficient open plan workshop facilities where long-term projects, perhaps spanning the duration of the learning, can be completed. The teachers/trainers must be experienced with the knowledge and trade skills to successfully facilitate and motivate skills development in the learners. Trainers and assessors must meet the NVR/AQTF trainer and assessor requirements for training and assessment, vocational competency and professional development.	
	The learning program should be centred around the major project.	
	MSAPCI101A Adapt to work in industry is a unit of competency that provides the opportunity for work placement.	
	Pathways into the qualification	
	This qualification will be typically accessed by direct entry.	
	Pathways from the qualification	
	This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.	
	Achievement of competence in units *MEM13014A Apply principles of occupational health and safety in a work environment, MSAPMSUP106A Work in a team, MEM16006A Organise and communicate information, MSAENV272B Participate in environmentally sustainable work practices, MEM18001C Use hand tools* and *MEM18002B Use power*	

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	tools/hand held operations will provide credit towards a range of manufacturing and engineering trade and production qualifications. Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.	
Packaging rules	The minimum requirement for achievement of the Certificate II in Engineering Pathways is completion of a minimum of twelve (12) units of competency as described below: • all of the core units of competency listed on training.gov.au • a **minimum of seven (7)** Group A electives • a **maximum of one (1)** Group B elective. https://training.gov.au/Training/Details/MEM20413	☑ Yes ☐ No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
General entry requirements (Adjust as appropriate)	General entry requirements for this program include the student's agreement and ability to undertake the following: • demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level • attend and participate in scheduled training and assessment • participate in workplace tasks to employer expectations • be able to work in an industry environment and handle industry standard equipment • comply with the RTO code of conduct requirements, directions on work, and health and safety matters.	☑ Yes ☐ No
Specific entry and/or completion requirements (Adjust as appropriate)	Specific entry requirements exist ☐ Yes ☑ No **Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.** ☑ Yes ☐ No	☑ Yes ☐ No
Access and reasonable adjustments (Adjust as appropriate)	**The RTO has advised students in print or electronically that reasonable adjustments may be available.** ☑ Yes ☐ No When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs. Reasonable adjustments may include: • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments.	☑ Yes ☐ No

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1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: • face-to-face in a simulated workplace environment for required performance and knowledge evidence • work experience in commercial work site — third party report – preferred but not mandatory • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence.		☑ Yes ☐ No
Delivery location (Adjust as appropriate)	Multiple delivery locations are used. ☑ Yes ☐ No The delivery location is the principal place of business of the RTO. The Gympie Trade Training Centre may also be used for delivery.	Locations of additional campuses where training or assessment services are provided.	☑ Yes ☐ No
Program duration	Total program duration for delivery and assessment is: ☐ **6 months** ☐ **1 year** ☑ **2 years** ☐ **3 years** Other: please specify	This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.	☑ Yes ☐ No
Amount of training and volume of learning	The 'amount of training' relates to formal teaching and learning activities. The nominal amount of scheduled training for this program is: ☐ **55 hours** ☐ **110 hours** ☑ **220 hours** ☐ **330 hours** The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The total volume of learning for this program is: ☑ **600–1200 hours** (Certificate I and II) ☐ **1200–2400 hours** (Certificate III and IV)		☑ Yes ☐ No
Learning resources	There are sufficient learning resources, equipment and facilities to: • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment.		☑ Yes ☐ No

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1.3 Delivery and assessment

Requirement	Pre-enrolment information			Confirmed by RTOM
Assessment resources (Adjust as appropriate)	• Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. • Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.			☑ Yes ☐ No
Evidence-gathering conditions (Adjust as appropriate)	• Will be progressively gathered for groups of units simultaneously. • Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. • Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. • Will be done under the specific assessment conditions required by the units.			☑ Yes ☐ No
Work placement requirements (Adjust as appropriate)	**Work placement or experience is a requirement.** ☐ Yes ☑ No The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.			☑ Yes ☐ No
Third party arrangements (Adjust as appropriate)	No services are delivered on behalf of the RTO.	☑ Yes ☐ No	• 'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee. • Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. • The RTO must disclose to the student the 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.	☑ Yes ☐ No
	Some services are provided by a third party on behalf of the RTO.	☐ Yes ☐ No		
	QCAA has been notified of the third party arrangement.	☐ Yes ☐ No		
	Third party name			
	Third party RTO number			
	Third party phone number			

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1.3   Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM
	Summary of services provided in relation to specific units of competency	• When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.	
Educational and support services	• Learners in this cohort are school students in Years 11 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge. • Unmet educational needs of young persons aged 10-17 in the juvenile justice system – school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. **The RTO delivers services to students in the juvenile justice system.** ☐ Yes ☑ No		☑ Yes ☐ No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: • students will be issued with a Statement of Attainment for any successfully completed units of competency • any fees paid toward the program will be refunded on a pro rata basis.		☑ Yes ☐ No
	The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination of the program. ☑ Yes ☐ No		☑ Yes ☐ No
Transition	This qualification's status on TGA is current at the time of this strategy's expected start date. If this qualification is superseded with a new version before the end of the expected duration of the program, then: • if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version • if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.		☑ Yes ☐ No

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1.4   Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
Certificates and Statements of Attainment	If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met: • an **AQF certificate and record of results** will be issued if the qualification in which the learner is enrolled is complete • a **Statement of Attainment** will be issued if the qualification in which the learner is enrolled is partially complete. * unless there is a written agreement with students and parents that the RTO will issue certification on exit or request	☑ Yes ☐ No
Unique Student Identifier (USI)	• The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual. • The consequences of not providing the RTO with a USI have been explained to the student. • Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued.	☑ Yes ☐ No
	A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx	☑ Yes ☐ No
Credit arrangements	**Transitioning from an old version to a new version of a training product** If the National Register (training.gov.au) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.	☑ Yes ☐ No
	If a student already holds a unit of competency If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.	☑ Yes ☐ No
Recognition of prior learning (RPL) arrangements	Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.	☑ Yes ☐ No
	The RTO has advised students in print or electronically of RPL arrangements. ☑ Yes ☐ No	☑ Yes ☐ No

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1.4 Certification

Requirement	Pre-enrolment information		Confirmed by RTOM

Reissuing of Certificates and Statements of Attainment	The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.	The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:
		• maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly
		   the holder of the qualification
		   the AQF qualification by its full title
		   date of issue/award/conferral
			☑ Yes
			 ☐ No

	The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.	• have a policy that permits replacement of certification documentation • be responsible for authentication and verification of any replacement certification documentation. See www.aqf.edu.au/aqf-policies.	
	The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification. ☑ Yes ☐ No • Gympie State High School provides replacement copies of issued VET certificates and statements of attainment. • To protect people's privacy, copies can only be provided to the person named on the certificate. • Fees are $7.50 for each copy. The issuance and replacement policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see: https://gympieshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx		☑ Yes ☐ No

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Recording results (Adjust as appropriate)	• Evidence-gathering tools are used to make decisions about a student's progress toward competency. • The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. • Students may continue to submit evidence until they exit the program or the end of the program's duration period. • Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been	☑ Yes ☐ No

1.5   Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
	gathered and assessed and any pre-requisite units have been successfully completed. • RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS) or Student Management software approved by QCAA. • All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program. • RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.	
Student profiles (Adjust as appropriate)	• Student profiles are updated by the assessor and are accessible to students on request. • Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. • RTO management uses final outcomes recorded in student profiles to update SDCS, Student Management and/or SLIMS.	☑ Yes ☐ No
Projects and evidence-gathering instruments	• All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. • A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.	☑ Yes ☐ No
Data privacy and reporting	**The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting. ☑ Yes ☐ No** • students are informed that personal information will be collected and reported on their behalf • student declarations and consent of the RTO's privacy notice are retained (for 2018 only)	☑ Yes ☐ No
Use of personal email address	**The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence. ☑ Yes ☐ No** • Agreed email addresses provide the same acknowledgment as a signature • The RTO has recorded students' and assessors' email addresses	☑ Yes ☐ No
Complaints	**The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. ☑ Yes ☐ No** • A complaint may be involving the conduct of the RTO's officers, students or third-party service providers of the RTO. • Any RTO officer may receive a complaint verbally, in writing or electronically	☑ Yes ☐ No
Appeals	**The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable. ☑ Yes ☐ No** • There are two types of appeals that can be lodged:	☑ Yes ☐ No

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1.5   Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
	appeal of final assessment decision appeal of any other RTO decision. • Appeals must be submitted to the RTO in writing using the RTO's appeal form.	
Publicly availability (Adjust as required)	The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see: https://gympieshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx	☑ Yes ☐ No

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Section 2   Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant Standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit — it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit.

2.1   Core and elective units being offered

Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?
MEM13014A Apply principles of occupational health and safety in the work environment http://training.gov.au/Training/Details/MEM13014A	Core Unit	☐
MEM16006A Organise and communicate information https://training.gov.au/Training/Details/MEM16006A	Group A	☐
MEM18001C Use hand tools https://training.gov.au/Training/Details/MEM18001C	Group A	☐
MEM18002B Use power tools/hand held operations https://training.gov.au/Training/Details/MEM18002B	Group A	☐
MEMPE001A Use engineering workshop machines https://training.gov.au/Training/Details/MEMPE001A	Group A	☐
MEMPE002A Use electric welding machines https://training.gov.au/Training/Details/MEMPE002A	Group A	☐
MEMPE003A Use oxy-acetylene and soldering equipment http://training.gov.au/Training/Details/MEMPE003A	Group A	☐
MEMPE004A Use fabrication equipment https://training.gov.au/Training/Details/MEMPE004A	Group A	☐
MEMPE005A Develop a career plan for the engineering and manufacturing industry http://training.gov.au/Training/Details/MEMPE005A	Core Unit	☐
MEMPE006A Undertake a basic engineering project http://training.gov.au/Training/Details/MEMPE006A	Core Unit	☐
MSAENV272B Participate in environmentally sustainable work practices http://training.gov.au/Training/Details/MSAENV272B	Core Unit	☐
MSAPMSUP106A Work in a team https://training.gov.au/Training/Details/MSAPMSUP106A	Group B	☐

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2.2   Optional units and flexibility

Some of the units listed appear in other qualifications delivered by this RTO.

- **MEM16006A – Organise and communicate information** is delivered in Certificate II in Furniture Making Pathways. The first assessor to complete the unit will record a result of Competent and the other assessor/s will record a credit transfer.

- **MSMSUP106 Work in a team** supersedes and is equivalent to **MSAPMSUP106A Work in a team**. This equivalent unit is delivered in MSF20516 Certificate II in Furniture Making Pathways. The first assessor to complete the unit will record a result of Competent and the other assessor/s will record a credit transfer.

- **MSMENV272 - Participate in environmentally sustainable work practices** supersedes and is equivalent to **MSAENV272B Participate in environmentally sustainable work practices**. This equivalent unit is delivered in MSF20516 Certificate II in Furniture Making Pathways. The first assessor to complete the unit will record a result of Competent and the other assessor/s will record a credit transfer.

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Section 3   Program assessment details

Relevant Standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Use this section to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from, and list the evidence-gathering tools to be used. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a cluster (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

3.1   Developing assessment tools

Use these six steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions, and performance frequencies and knowledge evidence.

2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard.

   Summarise each of these assessment activities in Section 3.4.

3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories:

   - direct observations of student activity

   - questions — written, online or direct (verbal)

   - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

   In addition, there may be third party written reports.

   List these assessment tools in Section 3.4.

4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered.

   Record the unit/s for which partial or complete evidence will be gathered in Section 3.4.

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5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:

    - student and assessor identification

    - dates or date ranges for completions

    - all units of competency the student is enrolled in, including title and code of qualification

    - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn

    - name of RTO

    - student year level.

    You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

    The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. When this qualification is due for validation, ensure that Section 8 is completed and the assessment tools, including the mapping tool, are available for validators.

3.2   Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

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3.3 Program details sample

3.3 Program details sample — *a completed example of Section 3.4*

Project 1	MSFPROJ1 Coffee Table — *Assessment tools are found at: G:\coredata\VET\MSF10113\Assessment\MSFPROJ1*		
Estimated duration	8 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document** ☑ Yes ☐ No

Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
Provide a clear and concise description of the assessment activity the student will be undertaking. Unit of competency descriptors are not appropriate.	A mapping document records full details of how the assessment tools are mapped to the performance requirements of parts or all of the unit/s listed below.	These tools are used by the assessor conducting the assessment activity. Each evidence-gathering tool must have decision-making rules.		Use this code when making validation selections.
Coffee table — Joining solid timber. A project making a coffee table, creating specified joints and undertaking manufacturing workplace activities centred on gaining skills and knowledge in WHS and joining solid timber. Students will be assessed in an industry typical environment using tools and equipment to produce a coffee table that meets product specifications. The assessor will always provide feedback including identifying any competency gaps and how to close them. No final unit outcome results from completing this project. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.	• *MSMWHS100 Follow OHS procedures* • *MSMENV272 Participate in environmentally sustainable work practices* • *MSMSUP102 Communicate in the workplace* • *MSFFM2001 Use furniture making sector hand and power tools* • *MSFFM2005 Join solid timber*	Observation checklist	☑	*MSFOBS1*
		Questions checklist	☑	*MSFQUEST1*
		Review of product/service against specifications	☑	*MSFPROD1*
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☑	*MSFSAFE1*

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3.3 Program details sample — *a completed example of Section 3.4*

Project 2	*FSKPROV1 Hospitality workplace core skills*
Estimated duration	10 weeks

		Outcome type ☑ Interim ☐ Final		**Assessment tools mapped on separate document** ☑ Yes ☐ No

Assessment activity	**Unit/s for which partial or complete evidence will be gathered**	**Evidence-gathering tools used**		**Tool code**
Provide a clear and concise description of the assessment activity the student will be undertaking. Unit of competency descriptors are not appropriate	A mapping document records full details of how the assessment tools are mapped to the performance requirements of parts or all of the units listed below.	Evidence gathering tools are used by the assessor doing the assessment activity. Each evidence-gathering tool must have decision making rules.		Assessment tool codes. Use this code when making validation selections.
This series of assessment activities has the student undertake routine hospitality workplace tasks during the annual events: 'Grandparents Morning Tea' and 'Arts in the Dark'.	• *FSKDIG03 Use digital technology for routine workplace tasks*	Observation checklist	☑	*FSK1-OBS*
Tasks integrate and contextualise LLN with vocational units to support achievement of competency. Students will prepare food using recipes, measuring ingredients, following workplace routines and written instructions. After each session, they will clean kitchen surfaces and record work activities on a job/time sheet.	• *FSKLRG11 Use routine strategies for work-related learning*	Questions checklist	☑	*FSKP1-QUEST*
	• *FSKNUM15 Estimate, measure and calculate routine metric measurements for work*	Review of product/service against specifications	☑	*FSKP1-PROD*
	• *FSKRDG10 Read and respond to routine workplace information*	Review folio of work against specifications	☐	
	• *FSKWTG09 Write routine workplace texts*	Third party report	☐	
	• *FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work*	Safety induction checklist	☑	*FSKP1-WHS*
Assessors will review LLN and hospitality skills. Assessors will make observations, ask direct questions, review completion of typical workplace documents, quality of food produced and cleaning performed. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. After a second series of similar assessment tasks, final outcomes may be recorded unless competency gap training is indicated.	• *FSKOCM07 Interact effectively with others at work* • *FSKLRG09 Use strategies to respond to routine workplace problems* • *SITHCCC003 Prepare and present sandwiches* • *SITHACS001 Clean premises and equipment*			

3.4 Program details

3.4	Program details				
Project 1	**MEMPROJ1 – Induction** ..\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ1				
Estimated duration	2 weeks	**Outcome type**	☑ Interim ☑ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ No

Assessment activity	**Unit/s for which partial or complete evidence will be gathered**	**Evidence-gathering tools used**		**Tool code**
This project performs the workshop/safety induction of students and provides opportunity for them to investigate the engineering industry with regard to skill sets and qualifications. This, in turn, enables them to develop an industry career path. Assessors will ask direct questions. Final unit outcome results are awarded for MEMPE005A Develop a career plan for the engineering and manufacturing industry on completion of this project. When sufficient evidence has been gathered for all other units, final outcomes will be recorded in the student profile. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.	• MEMPE005A – Develop a career plan for the engineering and manufacturing industry • MEM16006A – Organise and communicate information • MEM13014A – Apply principles of occupational health and safety in the work environment	Observation checklist	☐	
		Questions checklist	☑	*MEMQUES1*
		Review of product /service against specifications	☐	
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

3.4 Program details

Project 2

MEMPROJ2 - Meat Tenderiser
..\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ2

Estimated duration	10 weeks		Outcome type	☑ Interim ☐ Final

Assessment activity

Students will use hand tools, precision measuring & marking out tools and machining techniques to manufacture a meat tenderiser.

Assessors will make observations, ask direct questions and review completion of the product to specifications. No final unit outcome results from completing this project. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.

Unit/s for which partial or complete evidence will be gathered

- MEM13014A – Apply principles of occupational health and safety in the work environment
- MEM16006A – Organise and communicate information
- MEM18001C – Use hand tools
- MEMPE001A – Use engineering workshop machines
- MSAENV272B – Participate in environmentally sustainable work practices
- MSAPMSUP106A – Work in a team

Assessment tools mapped on separate document		☑ Yes ☐ No
Evidence-gathering tools used		**Tool code**
Observation checklist	☑	MEMOBS1
Questions checklist	☑	MEMQUES2
Review of product /service against specifications	☑	MEMPROD1
Review folio of work against specifications	☐	
Third party report	☐	
Safety induction checklist	☐	

Project 3

MEMPROJ3 - Sheetmetal Toolbox
..\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ3

Estimated duration	12 weeks		Outcome type	☑ Interim ☑ Final

Assessment activity

Students will create a sheetmetal toolbox using hand and power tools (electric, cordless & pneumatic) and fabrication techniques.

Unit/s for which partial or complete evidence will be gathered

- MEM13014A - Apply principles of occupational health and safety in the work environment
- MEM16006A - Organise and communicate information

Assessment tools mapped on separate document		☑ Yes ☐ No
Evidence-gathering tools used		**Tool code**
Observation checklist	☑	MEMOBS2
Questions checklist	☑	MEMQUES3
Review of product /service against specifications	☑	MEMPROD2

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3.4   Program details

Assessors will make observations, ask direct questions and review completion of the product to specifications.

Final unit outcome results are awarded for MEMPE006A Undertake a basic engineering project on completion of this project. When sufficient evidence has been gathered for all other units, final outcomes will be recorded in the student profile.

Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.

- MEM18001C - Use hand tools
- MEM18002B - Use power tools/hand held operations
- MEMPE004A - Use fabrication equipment
- MEMPE006A - Undertake a basic engineering project
- MSAENV272B – Participate in environmentally sustainable work practices
- MSAPMSUP106A –   Work in a team

Tool	
Review folio of work against specifications	☐
Third party report	☐
Safety induction checklist	☐

Project 4   MEMPROJ4 - Bi-Plane

..\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ4

Estimated duration	14 weeks	Outcome type	☒ Interim ☒ Final

Assessment activity	Unit/s for which partial or complete evidence will be gathered	Assessment tools mapped on separate document	☒ Yes ☐ No

Students are to create a Bi-plane out of 2mm mild steel using hand and power tools and OAW & brazing techniques.

Assessors will make observations, ask direct questions and review completion of the product to specifications. Final unit outcome results are awarded for

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16006A - Organise and communicate information
- MSAENV272B – Participate in environmentally sustainable work practices
- MSAPMSUP106A –   Work in a team

on completion of this project.

Unit/s:
- MEM13014A - Apply principles of occupational health and safety in the work environment
- MEM16006A - Organise and communicate information
- MEM18001C - Use hand tools
- MEM18002B - Use power tools/hand held operations
- MEMPE001A - Use engineering workshop machines
- MEMPE003A - Use oxy-acetylene and soldering equipment
- MSAENV272B – Participate in environmentally sustainable work practices
- MSAPMSUP106A –   Work in a team

Evidence-gathering tools used		Tool code
Observation checklist	☒	MEMOBS3
Questions checklist	☒	MEMQUES4
Review of product /service against specifications	☒	MEMPROD3
Review folio of work against specifications	☐	
Third party report	☐	
Safety induction checklist	☐	

3.4 Program details

Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.

Project 5	MEMPROJ5 - Bearing Puller ...\...\Industrial Technology & Design\Senior units\Engineering\MEMPROJ5

Estimated duration	14 weeks

Outcome type	☑ Interim ☑ Final	Assessment tools mapped on separate document	☑ Yes ☐ No

Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
Students will produce a bearing puller using hand tools, machining techniques and electric welding. Assessors will make observations, ask direct questions and review completion of the product to specifications. Final unit outcome results are awarded for MEMPE001A Use engineering workshop machines on completion of this project. When sufficient evidence has been gathered for all other units, final outcomes will be recorded in the student profile. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.	• MEM18001C - Use hand tools • MEMPE001A - Use engineering workshop machines • MEMPE002A - Use electric welding machines	Observation checklist	☑	MEMOBS4
		Questions checklist	☑	MEMQUES5
		Review of product /service against specifications	☑	MEMPROD4
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

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3.4 Program details

Project 6

MEMPROJ6 Bush BBQ
...\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ6

Estimated duration	14 weeks	Outcome type	☑ Interim ☑ Final	Assessment tools mapped on separate document	☑ Yes ☐ No

Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
Students will manufacture a Bush BBQ using hand and power tools, heating and thermal cutting techniques and electric welding.		• MEM18001C - Use hand tools • MEM18002B - Use power tools/hand held operations	Observation checklist	☑	MEMOBS5
Assessors will make observations, ask direct questions and review completion of the product to specifications.		• MEMPE002A - Use electric welding machines	Questions checklist	☑	MEMQUES6
Final unit outcome results are awarded for		• MEMPE003A - Use oxy-acetylene and soldering equipment	Review of product /service against specifications	☑	MEMPROD5
• MEM18001C - Use hand tools • MEM18002B - Use power tools/hand held operations • MEMPE002A - Use electric welding machines • MEMPE004A - Use fabrication equipment		• MEMPE004A - Use fabrication equipment	Review folio of work against specifications	☐	
on completion of this project. When sufficient evidence has been gathered for all other units, final outcomes will be recorded in the student profile.			Third party report	☐	
Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.			Safety induction checklist	☐	

3.4 Program details

Project 7

MEMPROJ7 Silver brazing
..\..\Industrial Technology & Design\Senior units\Engineering\MEMPROJ7

Estimated duration	8 weeks	Outcome type	☐ Interim ☑ Final	Assessment tools mapped on separate document	☑ Yes ☐ No

Assessment activity

Unit/s for which partial or complete evidence will be gathered

- MEMPE003A - Use oxy-acetylene and soldering equipment

Students will complete a number of silver brazing exercises including a network of copper tubing.
Assessors will make observations and review completion of the products to specifications. Students final unit outcomes will result from completion of this project. Evidence is to be recorded in the student profile as 'satisfactory' or 'unsatisfactory" and competency completions recorded.

Evidence-gathering tools used		Tool code
Observation checklist	☑	MEMOBS6
Questions checklist	☐	
Review of product /service against specifications	☑	MEMPROD6
Review folio of work against specifications	☐	
Third party report	☐	
Safety induction checklist	☐	

Section 4   Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met:

- Is there a written agreement between the work experience provider and the RTO?

- Will the work experience provider offer realistic workplace experience relevant to this program?

- Has the work experience provider agreed to complete written third party reports for each student?

Relevant Standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

4.1 Work experience arrangements			
On what basis is work experience provided?		**For all employers providing work experience relevant to this qualification:**	
Not provided (go to Section 5)	☑	Written agreements are in place.	☐
VET program/course requirement	☐	Realistic workplace experience	☐
RTO requirement	☐	Third party report included in Section 3.4	☐
Student wants work experience	☐	Student information in Section 1 of TAS is accurate.	☐
Optional	☐		
File location of work experience agreements	T:\Industry Liaison - Kerry\Students Work Experience Forms		

4.2 Register of employers with written agreements in place	
Enter name and location of each business, company or industry providing work experience	
e.g. Robert Tsu Smallgoods, Brisbane	*e.g. Fast Eats Cafe, Paddington*

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