



TRAINING AND ASSESSMENT STRATEGY

RTO NAME:	Global Healthcare Management College Pty Ltd the Trustee for GHMC Trust
RTO Number	45954
CRICOS Code:	04089J
Training Package Code	CPC
Training Package Title	Construction, Plumbing and Services Training Package
AQF Level	3
Qualification Code	CPC31020
Qualification Title	Certificate III in Solid Plastering
Release	3
Total Course Duration	54 Weeks (including 8 weeks holiday)
Volume of learning	1200 hours
Version	1.0



Training & Assessment Strategy

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1. Introduction

1.1. Regulatory Compliance

Global Healthcare Management College Pty Ltd the Trustee for GHMC Trust. (Referred to as “GHMC” in this document) has developed a comprehensive Training and Assessment Strategy for CPC31020 Certificate III in Solid Plastering that meets the requirements listed in Clause 1.1-1.4 of Standards for Registered Training Organisations (2015) in the following ways:

Clause 1.1

This training and assessment strategy includes and clearly describes the amount of training provided, is consistent with the requirements of training packages and enables each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Clause 1.2

For the purposes of Clause 1.1, GHMC determines the amount of training provided to each learner with regard to:

- a) The existing skills, knowledge and experience of the learner
- b) The mode of delivery; and
- c) In circumstances where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Clause 1.3

GHMC, for its scope of registration, and consistent with its training and assessment strategy, employ sufficient:

- a) Trainers and assessors to deliver the training and assessment services for CPC31020 Certificate III in Solid Plastering;
- b) Educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment for CPC31020 Certificate III in Solid Plastering;
- c) Learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- d) Facilities, whether physical or virtual and equipment to accommodate and support the number of learners undertaking the training and assessment for CPC31020 Certificate III in Solid Plastering.

Clause 1.4

GHMC meets all requirements specified for CPC31020 Certificate III in Solid Plastering.

Acknowledgements

In creating this strategy, GHMC would like to recognise the following materials in reference to the development of this resource.

- 1 VET Quality Framework and Australian Skills Quality Authority
- 2 Job Outlook website (<https://joboutlook.gov.au/future-outlook.aspx>)

The Training and Assessment Strategy provides a structure for the training, delivery and assessment of CPC31020 Certificate III in Solid Plastering which results in a nationally recognised qualification for GHMC learners. The strategy has been developed in consultation with stakeholders of the Institute with an objective to build the confidence of learners, employers and industry in the integrity, currency and value of certification documents issued by GHMC through high-quality training and assessment practices. The training and assessment strategy lists out the entry requirements for the qualification, volume of learning, delivery arrangements, assessment system in place, resources, course outcomes, industry consultation, legislative requirements and continuous improvement strategies implemented by GHMC to ensure that this document meets requirements listed under Standards for Registered Training Organisations (2015).

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

- GHMC policies and procedures and course documents
- Trainer skills matrices – held in GHMC staff files if required, where the trainer does not hold a qualification.
- Actual delivery schedules provided to learners that indicate the time, duration, nature and location of delivery.
- Assessments tools together with evidence requirements and associated mappings
- Advice to trainers and assessors about assessments and the way they are conducted for this qualification.
- Training and Assessment Strategies Policy and Procedure
- Trainer and Assessor Guidelines
- Learning/Assessment resources inventory for this qualification
- Communications related to Industry consultation undertaken in developing this qualification

The Training and assessment strategy is a dynamic document that will be reviewed and updated regularly as a result of training package updates and a time of due annual reviews to ensure training delivered at GHMC meets learner and industry needs.

1.2. Qualification Rules

Total number of units = 20

This qualification has 15 core units.

CPCCCM2006	Apply basic levelling procedures
CPCCCM2008	Erect and dismantle restricted height scaffolding
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCSP2001*	Handle solid plastering materials
CPCCSP2002*	Use solid plastering tools and equipment
CPCCSP2003*	Prepare surfaces for plastering
CPCCSP3001*	Apply float and render to straight and curved surfaces
CPCCSP3002*	Apply set coats
CPCCSP3003*	Apply trowelled texture coat finishes

CPCCSP3004*	Restore and renovate solid plasterwork
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry

Elective units of competency can be selected as follows:

- All five units from the electives listed on <https://training.gov.au/Training/Details/CPC31020> or
- Four units from the electives listed on <https://training.gov.au/Training/Details/CPC31020> , plus one unit selected from any current training package or accredited course as long as it contributes to a valid, industry-supported vocational outcome, maintains the integrity of the AQF level of this qualification and does not duplicate the outcome of another unit used to achieve this qualification.

1.3. Qualification Structure

Consistent with qualification rules – see 1.2 above, this qualification offered by GHMC comprises the following units of competencies:

Code	Unit of Competency	Core/ Elective	Pre-requisites required	Training hours		Assessment Hours		Independent study, work on assignments and Research	Total Vol of Learning
				Theory Hours	Practical Hours	Theory Assessment	Practical Assessment		
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	Nil	20	8	4	8	12	52

CPCCOM1012	Work effectively and sustainably in the construction industry.	Core	Nil	8	4	4	8	8	32
CPCCOM1013	Plan and organise work	Core	Nil	8	4	4	8	8	32
CPCCOM1014	Conduct workplace communication	Core	Nil	8	0	8	0	6	22
CPCCOM1015	Carry out measurements and calculations	Core	Nil	8	4	4	8	8	32
CPCCCM2006	Apply basic levelling procedures	Core	Nil	8	4	4	8	8	32
CPCCOM2001	Read and interpret plans and specifications	Core	CPCCWHS2001	8	12	4	8	10	42
CPCCCM2008	Erect and dismantle restricted height scaffolding	Core	CPCCWHS2001	12	12	4	12	10	52
CPCCSP2001*	Handle solid plastering materials	Core	CPCCWHS2001	8	12	4	12	10	46
CPCCSP2002*	Use solid plastering tools and equipment	Core	CPCCWHS2001	16	16	4	16	16	68
CPCCSP2003*	Prepare surfaces for plastering	Core	CPCCWHS2001	20	20	4	20	20	84
CPCCSP3001*	Apply float and render to straight and curved surfaces	Core	CPCCWHS2001	24	28	4	28	24	108
CPCCSP3002*	Apply set coats	Core	CPCCWHS2001	20	20	4	20	20	84
CPCCSP3003*	Apply trowelled texture coat finishes	Core	CPCCWHS2001	20	20	4	20	20	84
CPCCSP3004*	Restore and renovate solid plasterwork	Core	CPCCWHS2001	24	28	4	28	24	108
CPCCCO2013	Carry out concreting to simple forms	Elective	CPCCWHS2001	16	16	4	16	16	68

CPCCPB3015	Install acoustic and thermal environmental protection systems	Elective	CPCCWHS2001	20	20	4	20	20	84
CPCCPB3026	Erect and maintain trestle and plank systems	Elective	CPCCWHS2001	16	16	4	16	16	68
BSBESB301	Investigate business opportunities	Elective	Nil	20	0	20	0	12	52
BSBESB407	Manage finances for new business ventures	Elective	Nil	20	0	20	0	12	52
TOTAL				304	244	116	256	280	1200
A. Total Amount of Training = Theory hours + Practical Hours				548					
B. Total Assessment hours = Theory hours + Practical hours						372			
C. Self-Study Hours + Research								280	
D. Volume of Learning (A+B+C)								1200	

1.4. Course Rationale & Target Group

This trade qualification equips international students with comprehensive knowledge, practical skills, and hands-on experience essential for a successful career in solid plastering. The program is designed to develop specialised technical competencies aligned with industry standards, enabling students to work confidently across both residential and commercial construction sectors. Throughout the course, students will master a range of plastering techniques and the application of various materials to create smooth, durable, and decorative finishes on interior and exterior walls, ceilings, and architectural surfaces. This qualification ensures graduates are well-prepared for the demands of the trade and capable of delivering high-quality workmanship in diverse building environments.

Typical target clients will be:

- 18 years of age to their mid-thirties.
- Overseas learners in Australia on a student visa.
- The majority of students will not have any previous work experience in carpentry industry.
- Completed equivalent to Australian senior secondary school examination (year 12) or equivalent
- Higher ratio of male than female learners*

*GHMC practices equal opportunities and anti-discrimination and it will encourage female learners to apply for this course.

2. Entry requirements

Age requirements

Students must be above 18 years of age while filling up the application form.

Pre-training Review

PTR will be conducted prior to the enrolment to review student's current competencies, student needs, English level, and support requirements including their oral communication skills, to enrol them in the most appropriate course to achieve their intended outcomes. Applicants are required to fill in the PTR form included in the application form and answer all the questions in a true and correct manner. Any competencies previously acquired will be identified during PTR and the most appropriate qualification for that student to enrol in will be ascertained. For

detailed information, please refer to the Enrolment Kit/Vet Student Handbook or the Application and PTR form available on the GHMC website..

English Language Requirements for International students:

International students applying for this course either off-shore or on-shore will require:

- i) Either a minimum IELTS (General) test score of 6.0 or equivalent for direct entry into a VET course;
or, IELTS score of 5.5 or equivalent with an ELICOS course (up to 10 weeks) to be taken before the main VET course;
or, IELTS score of 5.0 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course;
Results older than two years are not acceptable.

OR

- ii) to provide evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States

OR

- iii) to provide evidence that they are a citizen of and hold a valid passport from the United Kingdom, the United States of America, Canada, New Zealand, or the Republic of Ireland

OR

- iv) to provide evidence that, within two years* of their signed written agreement date, they have successfully completed in Australia a foundation course or a Senior Secondary Certificate of Education or a substantial part of a Certificate IV or higher-level qualification, from the Australian Qualifications Framework.

Please note: GHMC will also accept equivalent test results from the following specified English language tests - TOEFL iBT, PTE Academic, Cambridge English: Advanced (CAE) and TOEFL PBT.

Test Evidence Table:

English Language Test Providers	Minimum Test Score	Minimum Test Score where combined with at least 10 weeks ELICOS	Minimum test score where combined

			with at least 12 weeks ELICOS
International English Language Testing System	6.0	5.5	5.0
TOEFL internet-based test (Only accepted if test is taken on or before 25 July 2023)	64	46	35
Cambridge English Advanced (Certificate in Advanced English)	169	162	154
Pearson Test of English Academic (PTE Academic)	50	42	36
Occupational English Test	B for each test component	B for each test component	B for each test component

The test must have been taken no more than two years* before you apply to study at GHMC.

*The date when GHMC receives the signed written agreement (either through email or in hand).

Academic requirements

To enter into this course delivered at GHMC, applicants should have successfully completed year 12 or secondary studies in the applicant's home country equivalent to the Australian senior secondary school examination.

OR

Mature age students will also be considered without the minimum education requirements considering they have relevant work experience within the chosen area of study and a demonstrated capacity to meet the course requirements. A minimum of 2 years' experience would normally be expected; however, each case will be reviewed individually with relevant work experience evidence in the form of an employment reference letter on company letterhead, work samples and curriculum vitae submitted will be considered. Such learners will be accessed for possible RPL opportunities, and their course duration and volume of learning will be adjusted accordingly if any RPL is granted. Institute has detailed guidelines and procedures when considering relevant qualifications and experience for mature-age students. Please refer to the copy of the guidelines available at the institute. Students can email their request for this copy to info@ghmc.edu.au.

Language, Literacy and Numeracy test (LLN)

Students undertaking this course must possess sound language, literacy and numeracy skills since the course requires learners to review work instructions, plan work to comply with laws and regulations, National Construction Codes, Australian Standards, Occupational Health and Safety (OHS) and environmental requirements, manufacturers' specifications, and workplace requirements, assess hazards and apply risk controls and to do calculations or any other course related work. To determine this, all students wanting to study at GHMC are required to undertake LLN Test prior to the commencement of the course. Based on the test outcome, students may be identified as requiring internal support and/or external support.

LLN test will be conducted on campus by using an ACSF-mapped online LLN assessment tool - LLN Robot - under the supervision of a qualified LLN assessor.

All students are required to undertake a language, literacy, and numeracy (LLN) test according to the following qualification:

CPC31020 Certificate III in Solid Plastering

ACSF Level 3

Students are required to achieve the expected level of performance level as per the required level. Where a student does not achieve the required LLN scores for the qualification into which they are seeking enrolment, LLN support* will be provided to the student, providing the student achieves the required performance level in at least three of the core skill elements and only fails to achieve the required score in the other 2 areas by 1 level.

However, if a student fails to demonstrate performance level in more than two core skills or fails to achieve required scores by more than level 1 in any of the skills, this will result in the rejection of the application. A student failing to demonstrate the LLN level does not have the required skills to successfully obtain the qualification applied for and will be referred to explore other training pathways.

*LLN support-If students do not meet the recommended English and/or LLN requirements, students will be referred for additional support which will be provided by the institute with ACSF Support Plan or students may also be asked to take further Language, literacy and numeracy training, such as ELICOS programs at other institutes to ensure that students are provided with support and proper guidance. GHMC does not offer ELICOS programs.

Note: GHMC does not:

- Guarantee any job or employment outcomes.
- Guarantee a successful education assessment outcome for the student or intending student.
- Claim to commit to secure for, or on the student or intending student's behalf, a migration outcome from undertaking any course offered by GHMC.

Computer literacy requirements

All students enrolling on this course must have basic computer skills. Students are required to fill in the questions related to computer and internet skills in the Pre-Training Review form provided along with the application form.

Students who do not possess basic computing skills will be provided with basic support on how to use a computer. Students can contact GHMC for any further information or assistance at +61 406 781 944.

Materials and Equipment Required

GHMC will provide access to computers with required resources including access to the internet during classroom hours, however, to work on assignments and tasks for self-study, all learners are expected to have access to a laptop or computer with Windows 7 operating system or higher.

Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address). All learners are expected to have access to MS office applications such as Microsoft Word, an email platform.

A plastering kit is essential for effective training. This kit typically includes Personal Protective Equipment (PPE) such as steel-toe safety shoes, protective glasses, a high-visibility safety vest, gloves, earmuffs, a dust mask, and a hard hat.

Please Note: A material fee of AUD 500 will apply, covering printed reading materials and books provided by the institute.

Physical Abilities requirements

Learners are expected to have physical abilities and manual handling as it is a physically demanding occupation. As part of these qualifications, students are expected to have:

- Ability to lift, carry, and handle heavy materials such as bags of cement, lime, sand, plaster products, tools, and equipment used in mixing and applying plaster.
- Prolonged periods of standing, bending, squatting, reaching, and kneeling while preparing surfaces, applying base coats, finishing coats, and decorative features.
- Frequent use of hand tools and plastering equipment (trowels, hawks, floats, mixing machines), requiring good hand-eye coordination, grip strength, and fine motor skills.
- Working on scaffolding, ladders, or elevated platforms to apply plaster or render at heights on interior and exterior walls and ceilings, while maintaining balance and safety.
- Capability to work in confined spaces, uneven surfaces, and at varying heights, often both indoors and outdoors.
- Good eyesight (with or without corrective lenses) for accurate surface preparation, mixing ratios, application, smoothing, and finishing work, as well as reading plans or drawings.
- Adequate hearing (with or without hearing aids) to follow verbal instructions, communicate effectively on-site, and remain aware of potential hazards in a construction environment.
- Physical stamina and resilience to perform repetitive tasks and sustain full days of practical work in changing environmental conditions, including exposure to dust, noise, and weather elements..

2.1. Learners Support and Services

Student Support Staff and Counselling services

All staff at GHMC is available to provide general advice, assistance and support with matters such as studying, assessment, accommodation assistance, English language problems and counselling. Students requiring special or intensive assistance may contact the student support

officer who may refer them to external support services if required. GHMC will offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student. However, students might have to pay the fee charged by external services.

GHMC has nominated the CEO as a critical incident officer with contact details in the student handbook. Student support officer will provide all required support services available to students in the transition to life and study in a new environment at no cost to students Including:

- Assistance in finding legal advice if required
- Emergency and health services
- Assisting during critical times
- Airport pickup assistance
- Welfare related support

The following additional support is available to learners (refer to student support and welfare policy for more detail):

Language, Literacy & Numeracy (LLN) Support

If students do not meet the recommended English and LLN requirements, students will be referred for additional support to be provided by the institute or students will be asked to take further Language, literacy and numeracy training, such as ELICOS programs at other institutes such as GHMC does not offer ELICOS program. GHMC will provide support and guidance to students who are facing difficulty in English or LLN. Students are requested to meet Student Support Officer to seek guidance and/or support.

GHMC has an appointed LLN support officer to provide LLN Support to students. Support services are offered to all students. In the event that a Trainer and Assessor identifies students with LL&N difficulties or where students require or request additional LL&N support. Appropriate strategies will be implemented to assist them with their learning. Additional support will be provided by the institute with the ACSF Support plan.

Students are requested to speak to the LLN Support officer or Training Manager to discuss the support measures that they might need. GHMC will provide support at no additional cost.

The confidentiality of students who require additional support services and appropriate strategies is in accordance with our Privacy Policy.

Additional Training and Tutorials

Every effort, within reason, will be made by GHMC's admin personnel to ensure a successful outcome for students. Additional training and/or tutorial may be negotiated where the student required additional support to finish the course.

Digital Literacy/LMS Support

Students who do not possess basic computing skills will be provided with basic computer user support by our student Support Officer. Students are required to meet Student Support Officer or call +61 406 781 944.

Students who experience difficulties accessing LMS are required to meet Student Support Officer or call +61 406 781 944.

Airport pickup assistance

GHMC provides airport pick-up on a pre-arranged basis. Students are required to fill out the Airport Pick up form available at www.ghmc.edu.au or students can email their request for Airport pick up to info@ghmc.edu.au. Students are requested to contact GHMC at +61 406 781 944 in advance, preferably, preferably within 5 working days to avoid any inconvenience.

Accommodation Assistance

GHMC does not have its own accommodation facilities. However, accommodation assistance will be provided to students upon request. Providing accommodation advice is free of cost. However, students will have to pay fees for the accommodation booked on their behalf of them. Four weeks of notice prior to arrival is required.

Student Counselling

Stress, financial difficulties, health, family, relationship issues and social issues can all affect a student's ability to settle into the study. Our student support officer offers a confidential support service and external referral where necessary. Students can obtain more information on the support services available at GHMC by speaking to our friendly staff members. All students needing counselling, study skills assistance or practical help should make an appointment with the Students Support Officer on campus. An appointment can be made at reception or by emailing us at info@ghmc.edu.au.

Personal Counselling Services will be organised when the student is identified in need of counselling and may take the form of advice or referral to other services. Personal counselling services include but are not restricted to:

- Grievance/conflict resolution

- Relationship issues
- Stress and coping
- Cultural, socioeconomic, and family issues
- Access and equity issues
- Student welfare and support
- Study skills advice
- Referrals to other agencies/professionals
- Crisis resolution
- Therapeutic counselling

For Medical services and support near the main campus, students may seek help from the reception or from the student support officer.

Students will be provided with counselling on:

- Academic and future progress advice
- Welfare matters

These services will be available and accessible to all students at suitable times.

Note: The referral to these services will be free of cost.

Please Note: Referral to medical services available or external counsellors will be provided free of cost by the institute. However, fees of medical practitioners and/or counsellors will be borne by the students.

GHMC will offer reasonable support to students to enable them to achieve the expected learning outcomes regardless of the place of study or the mode of study, at no additional cost to the student.

Some providers offering free counselling services:

CAREinMIND counselling services are free of cost which provide counselling 24/7. CAREinMIND Wellbeing Support Service is a free, 24/7 counselling resource available to students living, studying, or working in Melbourne. This service provides free online and phone counselling to assist students in coping with the challenges of academic life and daily pressures. No referral is required, making it accessible whenever students

need it most. While the counselling service itself is free, local call charges may apply when calling through telephone. Please check with your phone provider.

Reconnexion, is a specialist service focusing on the psychological treatment of anxiety, panic, depression, insomnia, and benzodiazepine dependency. They offer information, education, and counselling services to support individuals dealing with these conditions. For more information or to seek assistance, you can contact Reconnexion at www.reconnexion.org.au or call 1300 273 266.

Depression.com.au is a free community service established by Dr. David Horgan, Clinical Associate Professor of Psychiatry. The website provides comprehensive information on depression, including its symptoms, treatment options, and guidance for both sufferers and supporters. It aims to raise awareness and understanding of depression, a condition that affects approximately 20% of Australians. For more information or to seek assistance, you can contact Depression.com.au or call 03 9855 0220.

GHMC is also committed to ensuring the safety and well-being of all students throughout their learning journey.

Students' safety:

Think Before reinforces the message that international students need to be aware of their surroundings, particularly late at night on public transport, and to plan their travel. The key safety messages have been translated into 13 languages and have been packaged into an animated video clip. The Think Before animation portrays 'George' a fictional character designed to resonate with international students in Australia. Think Before is available through a website www.thinkbefore.com, mobile <http://m.thinkbefore.com>, free Apple and Android applications and can be found on up to 60 social media and public video channels.

A Student Safety in Victoria brochure can also be downloaded from www.police.vic.gov.au

2.2. Student at Risk

GHMC gives strong emphasis on course progress requirements. It is a mandatory requirement for all students to attend their classes regularly and achieve satisfactory course progress.

Students must participate in the training as set out in the training and assessment strategy, including (where the strategy requires) participating in scheduled classes, course-related information sessions, and supervised study sessions. GHMC checks and ensures that all the required assessments are completed up to that point in time.

Students at GHMC are required to regularly attend classes and achieve satisfactory course progress. GHMC regularly monitors, records and assesses the course progress of each student for each unit of the course for which the student is enrolled in. GHMC will assess each student's course progress at the end point of each study period.

Students who do not meet course progress requirements may be at risk of having their visa status affected. Where requirements are not met, GHMC course progress monitoring procedures will be followed as per the Attendance and Course Monitoring Policy and Procedures.

Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in the study period.

A failure of units in any study period will trigger a review of academic progress by the institute and the implementation of an intervention strategy. Failing a unit means being assessed as 'Not Yet Competent (NYC)' for a completed unit after one or more opportunities for re-assessment have been provided or a result appeal process has been undertaken. In order to have the best chance of maintaining satisfactory progress you must:

- Attend all theory and practical classes and pay attention to the work and activities undertaken in class;
- Study the theory and practice the skills that are taught in class;
- Ensure that you are present for all assessment activities scheduled by the trainers;
- Make an appointment with the Student Support Officer or Training Manager if you are having any difficulties with your studies.

In addition to the above minimum requirement, the institute will implement an intervention strategy and/or counselling procedures when you think you may not be able to meet the requirements.

Counselling and intervention strategy may be triggered by any of the following events:

- Failing any units in a study period
- Not attending compulsory classes

Refer to the counselling section in this handbook for more details.

If a student fails to meet the requirements of satisfactory course progress for two consecutive study periods i.e., does not successfully complete or demonstrate competency in at least 50% of the course requirements in two consecutive study periods, they will be reported to the Department of Home Affairs.

Please refer to the attendance and course progress policy available on GHMC's website www.ghmc.edu.au and/or reception for more details on Intervention strategy, academic progress, the extension of course duration etc.

2.3. Recognition of Prior Learning (RPL) and Credit transfer

GHMC has a simple methodical RPL process which is outlined in detail in the 'Credit transfer and RPL Policy'. This policy/procedure supports SRT0 2015 Clause 3.5.

Prospective students will be made aware of the availability of Course Credit prior to enrolment into the program via discussions and the International Student Information Handbook and GHMC's website www.ghmc.edu.au.

Students with prior skills and qualification

How their needs will be determined:

GHMC captures students' needs in relation to credit transfer and RPL on the enrolment form as well institute will conduct the pre-training review for all its students to identify the existing qualification and skills. Pre-training review includes questions related to credit transfer and RPL.

Credit transfer (CT)

Where the institute identifies that the learner has indicated on the enrolment form or during pre-training review that the student has completed the nationally recognised unit of competency and possible credit transfer or prior experience.

The following procedure will be followed:

- Students with credit transfer will be asked to fill credit transfer form.
- The credit transfer form requires the student to complete information e.g., qualification and unit of competency achieved previously, date and the institution where it was completed. Students will be asked to provide testamur and statement of results.
- Any credit transfer identified will be advised to the student.

- Course duration will be adjusted accordingly, and Students will be advised that this will reduce the length of CoE.
- Students will be informed that any changes in course duration may impact their visa status and should consult the Department of Home Affairs for advice (Institute staff are not authorised to provide visa guidance).
- A contextualised timetable will be issued to students adjusting credit transfer units. Pre-requisite units (if any) must be completed first.
- Students will be provided with a revised study plan to ensure a continuous study path and to align the remaining units with the course requirements. If fewer units remain, students may be scheduled for additional learning activities such as independent study or practical assessments to maintain the required 20 hours of weekly study.
- Students will continue to attend the required 20 hours per week, either through scheduled units or alternative learning opportunities such as additional practical sessions, self-directed learning, or industry placement.
- The length of the student's CoE will be adjusted accordingly, ensuring that the student's study hours and course completion are aligned with the visa requirements.

Recognition of Prior Learning (RPL)

Where the institute identifies that the learner has indicated on the enrolment form or during the pre-training review that the student has prior experience, the following procedure will be followed:

- Students with potential RPL will be asked to complete the RPL form.
- The RPL form requires the student to provide information such as details of prior work experience, training, and courses relevant to the unit of competency where RPL is sought. The student will also provide information about the employer/institute and the date of completion.
- Students will be advised that potential RPL will reduce the length of course duration and CoE will be adjusted.
- The student will be advised to speak to the Department of Home Affairs to discuss the impact it may have on the visa. Institute's staff shouldn't provide visa advice as they are not authorised to do so.
- The student will be provided with an RPL KIT, and an RPL Trainer/Assessor will be allocated to conduct an information session and complete an RPL interview.
- Students will gather and provide evidence in line with RPL KIT and unit of competency requirements.
- Any RPL granted will be communicated to the student.
- Course duration will be adjusted accordingly, and Students will be advised that this will reduce the length of CoE.
- A contextualised timetable will be issued to students adjusting RPL units. Pre-requisite units (if any) must be completed first.

- A tailored study plan will be created for students with RPL to ensure that they continue to engage with the program and meet the full-time study requirements. If fewer units are needed, the student will still attend the required 20 hours per week, which may include additional practical activities, assessments, or study sessions.
- The student will maintain 20 hours of study per week through a combination of timetabled units, additional learning opportunities, or practical assessments as necessary.
- The length of the student's CoE will be updated accordingly to reflect the adjusted study load and remaining units.

3. Volume of Learning

3.1. Rationale of Amount of Training and Volume of Learning

The volume of learning for the qualification is **1200 hours**. This comprises of:

Amount of Training (548 hours)

- 304 hours of theory-based training
- 244 hours of practical training in workshop

Assessment (372 hours)

- 116 classroom assessment hours for knowledge and skills Assessment including time allocated for the knowledge test, and short answer questions.
- 256 workshop assessment hours for practical training.

Independent study, work on assignments & Research (280 hours)

This will be delivered over 54 weeks of course duration including 46 weeks of delivery plus 8 weeks of holidays. Students are required to attend a minimum of 20 scheduled course contact hours per week.

The rationale for the amount of training:

The amount of training for this qualification has been determined to enable a learner to:

- Meet the requirements of CPC31020 Certificate III in Solid Plastering
- To gain the skills and knowledge specified in the CPC31020 Certificate III in Solid Plastering relevant training products.

In active consultation with the industry, GHMC has considered the following factors to decide the amount of training required for this qualification.

The existing skills, knowledge and experience of the student (Learner's cohort)

The target client identified for this qualification is international students the majority of students will not have any prior work experience or prior qualification and the majority of students will have qualifications held equivalent to the Australian senior secondary school examination in their home country. Such learners will require more time for basic units e.g., CPCCOM1014- Conduct workplace communication (8 hours of classroom training) requires 8 hours to complete the assessment work. International students will have their first language spoken at home other than English, so it will take longer to develop their skills such as learners to study solid plastering units.

The mode of delivery

All the courses at GHMC will be delivered face to face in a classroom, with practical training at GHMC's workshop with access to a simulated environment for a minimum of 20 hours per week over 46 weeks of delivery to achieve knowledge and skills defined in each unit of competency for this qualification.

The complexity of qualification including the number and nature of units in the full qualification.

GHMC has considered the complexity of this qualification and learners are required to complete 20 units of competencies in this qualification.

Keeping in mind that the majority of international learners will not have prior experience, GHMC has analysed the depth and breadth required for each unit including performance criteria, required knowledge and performance evidence, the timeframe required for training and assessment, frequency and sufficiency of assessment.

It was determined that basic units e.g., CPCCWHS2001- Apply WHS requirements, policies and procedures in the construction industry, this unit requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others. This unit has large knowledge criteria which means the student will need more theory hours in the classroom, therefore 20 hours of theory and 8 hours of practical learning has been allocated to this unit along with 4 hours of theoretical and 8 hours of practical assessment. (a total of 40 face to face hours)

While complex units e.g., CPCCSP3001* - Apply float and render to straight and curved surfaces, where the unit requires the students float, render and finish flat and curved solid plastering work. This will include 24 hours of theory-based training and 28 hours of practical-based training in the workshop to practice and to absorb the knowledge before assessment and 4 hours of theoretical and 28 hours of practical assessment (a total of 84 face to face hours)

Similarly for unit, CPCCSP3004* - Restore and renovate solid plasterwork, where the unit requires the students to apply processes and techniques to repair damage in lime mortar cement render and solid plaster surfaces.. This will include 24 hours of theory-based training and 28 hours of practical-based training in the workshop to practice and to absorb the knowledge before assessment and 4 hours of theoretical and 28 hours of practical assessment. (a total of 84 face to face hours)

A unit like CPCCCO2013 - Carry out concreting to simple forms, requires learners to safely install formwork, reinforcement and place and finish concrete for the construction of minor slabs, pathways and other minor works to a specified design finish, meeting all relevant requirements of the National Construction Code (NCC), Australian Standards, work health and safety (WHS), and Commonwealth and state or territory legislation. The unit has been allocated 16 hours of theory training and 16 hours of practical training and 4 hours of theory assessment and 16 hours of practical assessment. (a total of 52 face to face hours)

Note: Detailed document analysing the requirements of each unit and Rationale for the amount of training available with the trainer on campus. Contact GHMC for further details.

Assessment hours

GHMC has also analysed the depth and breadth of the performance evidence and knowledge evidence for each unit in this qualification and assessment hours are allocated to written exams, projects, and practical demonstrations in the practical workshop for each unit.

A total of 372 hours has been allocated after aggregating assessment hours for each unit. The assessment hours are separate, and they are not part of the amount of training.

Self-Study and research hours

For the CPC31020 Certificate III in Solid Plastering, GHMC has allocated an additional 280 hours of self-study to provide learners with the flexibility to tailor their study schedules according to their individual learning needs and the hands-on nature of solid plastering. These hours allow students to reinforce practical skills, thoroughly review complex plastering techniques, and seek clarification on challenging areas, promoting a deeper understanding of both the theoretical and practical aspects of the trade.

The additional time empowers learners to explore topics related to specialised plastering skills, materials, surface preparation, application techniques, decorative finishes, and relevant building codes and industry standards, enhancing their professional development. Additionally, students can use this time to engage with supplementary resources such as plastering manuals, instructional videos, industry guidelines, and practice assessments to support their learning and skill mastery.

GHMC monitors self-study through evidence-based submissions such as progress reports ensuring learners engage meaningfully with both practical and theoretical material. This structure supports students in mastering essential skills and maintaining accountability, ultimately enhancing their readiness for the solid plastering trade.

Please refer to each qualification structure in section 1.3 for assessment hours for each unit.

AQF guidelines for the volume of learning

GHMC has also taken guidelines for Certificate III qualifications into consideration when determining the amount of training and volume of learning.

The guidelines recommend that it should take 1200-2400 hours (1-2 Years).

After considering all the above factors and allocating nominal hours for individual units, GHMC has determined the amount of training 548 hours, 372 assessment hours and 280 self-study hours to be delivered over 46 weeks of classroom delivery plus 8 weeks of holidays (total duration 54 weeks)

The volume of learning may be adjusted depending on the student cohort. For example, students with significant industry experience may be able to complete the course in a shorter duration whilst students with little experience and/or studying with a disadvantage may require longer study durations.

Learner Need Analysis

Learner's need and suitability will be identified through the enrolment form completed by the learner and a Pre-Training Interview conducted prior to the enrolment into the course or the commencement of study. The interview will:

- Confirm the learners' previous experience, if any
- Obtain copies of the learner's resume and any qualifications or previous study associated with the industry
- Identify any learning needs, adjustments or any support required (see reasonable adjustments)

3.2. Mode of Delivery & Location

Training will be conducted face to face on a full-time basis in a classroom and Practical Training at GHMC's workshop with access to a simulated environment.

Classrooms for the theory component of the course will be delivered at the site:

Classroom for this course Tenancy C8 - 61 Riggall St, BROADMEADOWS, VIC, 3047.

Practical learning of this course will be conducted on GHMC's workshop at 61, Belfast Street, Broadmeadows, VIC 3047.

3.3. Delivery Strategy

The course will be delivered face-to-face in theory-based learning in the classroom and Practical Training at GHMC's workshop with access to a simulated environment.

This course is delivered in a logical sequence covering all elements, performance criteria, required skills and knowledge and skills, dimensions of competency, as well as required employability skills, this will assist learners to be able to apply content to a variety of different workplace situations.

Support between classes will be instigated by the learner through the trainer and the trainer will respond in accordance with the complexity of the enquiry.

Learners will have access to the computers in the computer GHMC's computer Lab for research and assignments. Students are given a copy of the timetable at beginning of each term which contains the delivery schedule, trainer name, classroom and workshop location and class times and list of all units to be delivered in the term.

All units are delivered as standalone units; there is no clustering of units for the purpose of delivery.

Teacher-to-student ratio: To ensure quality delivery of training and assessment, and amount of adequate support, the GHMC trainers-to-student ratio will not exceed 1:18 for theory classes and practical workshop classes.

Delivery Framework for Practical Training and Assessment

Resources and Equipment Available:

The institute has sufficient resources and equipment available for practical training and assessments. This includes:

- Solid plastering workstations
- Hand and power tools specific to plastering (trowels, hawks, floats, mixers, etc.)
- A variety of plastering materials (cement, lime, sand, pre-mixed plasters, bonding agents)
- Scaffolding, ladders, and safety equipment
- Moulds and materials for plastering and finishes

Delivery Framework for Practical:

Practical classes for Solid Plastering will be adjusted to accommodate up to 18 students. Students will be divided into two groups to ensure safe supervision and efficient use of workstations and resources during hands-on training.

Group 1: (8:00 am-12:00 pm - 4 hours): 9 students will work on individual plastering projects as demonstrated by the trainer. Each student will have access to a plastering workstation where they will practice tasks such as surface preparation, mixing materials, applying base and finish coats, rendering, creating decorative mouldings, patching, and repair work.

Group 2: (12:30 pm-16.30 pm - 4 hours): The second group of 9 students will follow the same structure, working on their individual plastering projects under trainer supervision, applying practical skills in various solid plastering techniques.

While one group is working on their projects, the other group can work on analysing practical components by reading through the learning resources, watching plastering videos and demonstrations, preparing the area and equipment, liaising with the trainer for questions/answers, identifying job tasks, and completing work orders.

In addition to practical training, there will be regular assessments to ensure that students are meeting the required competency standards. Assessments may include practical demonstrations, written assignments, and verbal questioning. The trainer will provide feedback on each assessment and provide support and guidance where needed.

Each session will have delivered through active participation between both the trainer and the students. Each session will allow enough time for the students to learn the topic, undertake practice opportunities for reinforcement, and complete/submit set tasks required for assessment purposes.

Industry consultations involving industry representatives have also been conducted to ensure students and teachers have access to well-researched and relevant information. GHMC will continue to source and generate the highest quality teaching resources and contextualise the resources to enable the best learning outcomes for students.

The instructional guides and assessment tools have been reviewed and contextualised to address all elements, performance criteria, skill and knowledge, critical aspects of evidence, dimensions of competency and employability skills for each unit of competency wherever applicable.

3.4. Solid Plastering Workshop for Practical Component

Since the target client for this qualification is students with no prior experience in plastering industry, the workshop training for the practical component has been implemented as part of CPC31020 Certificate III in Solid Plastering. In addition to classroom training for the theory component, students will complete a practical component in solid plastering training workshop (244 hours) to cover the practical component of the unit.

Purpose of training in the workshop

Training students in the solid plastering workshop is designed to provide learners with a varied and industry-relevant experience in a simulated construction environment. The workshop offers a valuable opportunity for students to develop practical skills under the guidance and supervision of qualified and experienced trainers. Students will engage in hands-on activities where they can practice using a wide range of tools, materials, and techniques specific to solid plastering. This practical training allows learners to apply their theoretical knowledge to real-world scenarios, building competence and confidence in tasks such as surface preparation, rendering, applying base and finish coats, creating decorative finishes, and performing patchwork repairs. The workshop experience exposes students to new materials, emerging techniques, and industry-standard equipment, while also reinforcing safe work practices and quality standards expected in the plastering industry. Throughout the training, students will be mentored and monitored by trainers, who will provide continuous feedback, ensuring each learner gains the skills and knowledge required to perform effectively in the solid plastering trade..

Delivery

The practical training and scheduled classes will run concurrently with each other. For typical 20 hours of face-to-face training per week required for international students, approx. 4 - 8 hours of theory will be scheduled per week and 6-8 hours of practical classes will be organised in the plastering workshop and 4-8 hours are allocated for the assessment. This is subjective to unit requirements defined in the training package.

Students will be provided practical demonstration by the institute's trainer before allowing the student to work on the assessment. The trainer & assessor is given the responsibility of mentoring and monitoring students during delivery.

CEO will liaise with Trainer & Assessor to discuss student progress.

The unit of competency information in the training package is written for trainers and assessors and sometimes may be complex for students to understand, therefore institute's trainer will discuss and explain in simple language the information from the unit of competency requirements, context of assessment, assessment instructions required performance, required knowledge and skills and conditions before commencement of delivery for each unit.

The trainer will provide a report on the student's attendance and learning progress and readiness to take the assessment.

Monitoring and practical assessment

Institute's trainer & assessor will oversee the student's learning progress and readiness to take the assessment. And conduct the assessment of the students and verify the student records and documentation. Students are encouraged to contact the trainer & assessor throughout the training for any assistance or query.

Please refer assessment section for assessment details.

3.5. Reasonable Adjustment- Special learning needs

GHMC has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the CEO/Training Manager.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessments.

Students will be assessed on their current competencies including literacy and numeracy LLN prior to the commencement of the course.

The learning needs identified from this review will form the basis of any adjustment to the training program and appropriate strategies will be agreed upon with the student. Adjustments made shall be recorded in the student file and will not compromise the competency standards in any way whatsoever.

The following LLN strategies might include:

1. Using inclusive teaching practices
2. Acknowledging a range of learning styles and adapting teaching strategies to reflect the needs of learners

3. Regularly revising content
4. Setting effective classroom learning techniques, such as focused group interactions
5. Note-taking and assignment-writing skills
6. Allowing the additional time to complete tasks

Needs identified	Meeting the needs of our students
Low Language, Literacy and Numeracy skills	LLN assessments will be conducted for all students to check their LLN level and students will be directed to take further ELICOS or LLN tests before taking this course. LLN robots suggest improvement strategies after each LLN test, students will be encouraged to take these strategies.
English as a second language	Students will also be monitored by the Trainers to ensure that they are understanding the course content and are meeting the assessment requirements. Teachers are instructed to adjust the speaking pace and pronounce words more clearly to enable understating of contents.
Flexibility of training	In order to meet the needs of students especially those who are working, training may be adjusted to meet the specific needs, this would include delivery and assessment of training evening classes or weekend groups etc, however, students will be required to take a minimum of 20 hours per week to enable the required amount of training as it is the full-time study and course requirements for international students.
Students may not have access to materials and equipment	GHMC will provide the necessary material for the delivery of the course however course required material e.g., a laptop or computer for self-study at home, the institute will assist the student with gaining access to all materials they will require to successfully complete the course.
The student's knowledge and understanding of the subject may be limited	Our trainers will assist the students to develop skills and knowledge in this course, if a trainer identifies that a student is struggling, they will refer the student to the training manager who will undertake further assessment and identify a suitable pathway for the student
Students may require validation of current competencies	Trainers will assess the student's current competencies to ascertain whether they would be eligible for recognition or further training and assessing will be required. RPL and credit transfer will be provided

Considering cultural beliefs, traditional practises/religious observances	Cultural beliefs and traditional practices will be considered during training, this may include allowing students to leave the classroom for prayer breaks.
Students may be suffering from external factors where they may require assistance.	<p>It is the responsibility of all staff to identify the client's needs throughout the course of their enrolment, as the Trainer will have the majority of the contact with the client, it is their responsibility to monitor student progress and notify the training manager of any needs that they have identified.</p> <p>Students will be referred to additional support services e.g. adjusting to life in Australia e.g. finding accommodation, counselling needs, and legal assistance where required (i.e. hardship services like Lifeline or Support Services for addictions like drugs and alcohol)</p>

3.6. Evidence of participation and attendance requirements

<p>Although GHMC has adopted a course progress-based monitoring policy however GHMC will still monitor attendance to ensure students completed the required amount of training for the course to fully develop the skills strictly in line with the latest ASQA guidelines.</p> <p>A student who is absent more than 5 consecutive days with unannounced absence will be contacted to identify the reason for absence and any support need the student may have.</p> <p>GHMC will monitor and record course attendance every week and course progress at the end of each study period. This is because if the students do not maintain satisfactory attendance, it is unlikely that they will be able to maintain course progress.</p> <p>Students must attend all workshop practicals to fully develop their skills. Student's workshop attendance will be monitored closely and students missing practical classes will be treated on a case-by-case basis. Students missing more than one Carpentry practical workshop class will not be allowed to sit in re-assessment but will be required to repeat the units as it will not be possible for students to develop the required skills without attending practical classes.</p> <p>Students must maintain satisfactory attendance (i.e., a minimum of 80% of attendance) throughout the course.</p> <p>If students are unable to meet satisfactory course requirements despite repeated warnings and implementing intervention strategies, the process of reporting the student to the Department of Home Affairs (DHA) via PRISMS will commence.</p> <p>Students with long absences will be contacted and invited for meeting to identify support requirements or barriers to course progress.</p>
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Students with compassionate and compelling circumstances will be provided additional support and extra time to complete the course.

Monitoring Course Progress:

GHMC has implemented the Attendance and Course Progress Policy and Procedure to monitor, record and assess course progress in line with requirements specified in standard 8 of the National code 2018 for all students.

An intervention strategy is implemented where the student is at risk of not being able to achieve competency in at least 50 per cent or more of units enrolled in each study period (1 term-10/12 weeks) or

Any student who is at risk is also being reminded that it is a condition of their visa that they maintain satisfactory course progress. Students who are not making satisfactory course progress for two consecutive study periods will be reported to the Secretary of the Department of Education through PRISMS after providing an opportunity to appeal the decision and the appeal outcome has been concluded.

Monitoring refers to an active checking of course progress including assessment tasks, attendance and participation; 'Recording' means that there must be a documented record of the student's achievement within each unit; 'Assessing' means to consider a student's demonstrated achievement, progress or competency.

Intervention strategies include student support services available to enable students to complete the qualification in an expected duration.

The following methods will be recorded to provide evidence of student participation in training and assessment:

- Student participation and progress in assessment tasks scheduled for each study period.
- Classroom attendance sheet signed by student at the start and end of the session.

Please refer to GHMC's course progress and attendance policy for more details.

3.7. Delivery Schedule

This program is to be scheduled over 54 weeks of course duration including 46 weeks of full-time study and 8 weeks of holidays and term breaks.

Delivery will take place over 46 weeks (3 terms/study periods of 12 weeks each and 1 term/study period of 10 weeks) including 20 hours per week of scheduled training.

A typical delivery week will include 8 hours per day X 2 days and a 4-hour class on day 3 totalling 20 hours.

Please refer below to a summary of delivery. GHMC has developed a timetable for each course which includes details of training and assessment, please ask the course coordinator for a detailed delivery schedule. **Refer to Appendix 2 Sample delivery schedule.**

Please note: This is a sample delivery structure. The delivery structure will change according to the intake of students enrolled. Despite the intake, the course will be delivered for 54 weeks including 8 weeks of holiday and term break. The volume of learning will remain the same. i.e., **1200 hours.**

Delivery structure			
Study period	Duration in weeks	Duration of Term	Total Hours (20 hours per week X term weeks)
Term 1	Week 1-12	12 Weeks	240
Term Break 2 Weeks (Week 13,14)			
Term 2	Week 15-26	12 Weeks	240
Christmas break 4 Weeks (Week 27, 28, 29, 30)			
Term 3	Week 31-42	12 Weeks	240
Term Break 2 Weeks (Week 43,44)			
Term 4	Week 45-54	10 Weeks	200
Total Volume of learning (Includes 548 hours of classroom Training at GHMC Campus and practical training at plastering workshop and 372 hours of assessment hours (classroom (116) + Workshop (256) + Self-study hours and research (280)	1200 Hours		

3.8. Partnership Arrangements

GHMC does not have any partnership arrangements with any other company for training delivery or assessment.

4. Assessment System

4.1. Assessment process

Assessment process

The assessment process will be a Learning and Assessment pathway. Assessment commences in the session following delivery. The trainer and assessor inform all enrolled learners about the assessment process, resources, assessment methods and timings of assessment at the beginning of each unit of competency.

As this is a competency-based program, assessment continues throughout the program until the participant either achieves competency in the assessment tasks or a further training need is identified and addressed.

GHMC meets requirements listed under Clause 1.8 of Standards for Registered Training Organisations (RTOs) 2015 regarding the effective implementation of an assessment system that ensures that assessment (including recognition of prior learning):

- Complies with the assessment requirements of the relevant training package or VET-accredited course; and
- Is conducted in accordance with the Principles of Assessment and Rules of Evidence which are:

Principles of Assessment

i. Fairness:

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by the GHMC to consider the individual learner's needs.

GHMC will inform the learners about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

ii. Flexibility:

Assessment is flexible to the individual learner by:

- Reflecting the learner's needs
- Assessing competencies held by the learner no matter how and where they have been acquired, and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

iii. Validity:

Any assessment decision of GHMC is justified, based on the evidence of the performance of the individual learner. Validity requires:

- Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.
- Assessment of knowledge and skills is integrated with their practical application.
- Assessment is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.

iv. Reliability:

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

i. Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.

ii. Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

iii. Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

iv. Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Reassessment

Learners who are unsuccessful at achieving competency in the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date (total 3 attempts, including the original attempt). If a learner fails the re-assessment after three attempts, they will be advised to re-enrol in the unit.

Students will be given a total of 3 attempts, including 1 original plus 2 reassessments.

The cost of reassessment will be as follows:

- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: 300

If a student fails in the 3rd reassessment, then students will have to repeat the unit. Repeat unit fee- \$300.
Refer to GHMC's Assessment Policy and Procedures for more details.

Qualifications to be issued

Qualifications gained at GHMC are based on the principles, guidelines and standards set by the Australian Qualifications Framework (AQF) and VET Quality Framework and are recognised nationally. Students who successfully complete all assessment requirements for a qualification will be awarded a certificate corresponding to the completed course. Those completing assessment requirements for part of qualification will receive a Statement of Attainment for completed competencies.

Qualification, Statement of Results or transcript of results will only be issued once all the outstanding fees have been paid in full. GHMC will issue certification in a timely manner. Providing all fees have been paid, all AQF certification documentation will be issued within 30 calendar days of the student exiting their course or the student's final assessment being completed.

Access and equity considerations

GHMC engages in good practice vocational education to ensure that the training and assessment process has a scope of reasonable adjustments to ensure equity in assessment for everyone, including people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability but do not change competency outcomes.

When assessing people with disabilities, the assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

If adjustments are substantial or the learner is not acquiring the level of competence required for a unit, a more formal process may be required. This can include:

- The use of performance indicators – The trainer, learner and workplace agree on specific performance indicators which can be quantified and monitored.
- gaining independent support – the involvement of a third party, not connected to the workplace or the Institute, may be required.
- Experimentation – trial and error can be used to find a strategy that works if the current strategy is not producing the required results.
- continuing review – formal monitoring processes are in place to check if adjustments need change and the degree of change required.

Reasonable Adjustment

Learners have different needs and often training needs to be adjusted to meet individual learners' needs. Adjustments can be made to the assessment process, resources, facilities, delivery style and structure of training sessions.

By definition: 'Reasonable adjustment refers to measures or actions taken to provide a learner with a disability or special needs, the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create an undue hardship for the Institute and must be allowed within rules defined by the training package.'

In practice, this can translate into:

- Adjusting equipment or the physical environment.
- Providing specialised equipment.
- Changing the format and layout of training materials, for example using black and white slides instead of colour, using visuals instead of dense text or providing audio instead of visual information.
- Allowing breaks for fatigue, medication or toilet use.
- Changing assessment procedures and timing.

4.2. Assessment Arrangements & Evidence Matrix

Evidence-gathering techniques (Assessment methods)

The following chart outlines the evidence-collection methods that will be used to assess the competence of the students in each Unit of Competency of this qualification. Evidence-gathering techniques are consistent with the context of assessment specified in the individual unit of competency specifications.

Each assessment has also been mapped to the elements, performance criteria, essential skills, essential knowledge, critical aspects of evidence and employability skills for each unit of competency.

Specific details of actual assessments and marking and/or assessment criteria are specified in the unit of competency information.

Knowledge questions: To assess the required knowledge GHMC used knowledge questions which include questions covering the required knowledge for the unit.

Practical demonstration: Students are required to demonstrate practical skills and knowledge relevant to the solid plastering trade through structured workshop-based assessments. Prior to assessment, students will have sufficient time to practice and prepare under the supervision of qualified trainers in a simulated work environment, developing competencies such as surface preparation, mixing materials, applying base and finish coats, rendering, patching, and creating finishes. For all practical assessments, students must wear appropriate Personal Protective Equipment (PPE) including steel-toe safety boots, high-visibility vest, safety glasses, gloves, and a hard hat, which will be checked by the trainer/assessor for compliance and cleanliness. Assessments will cover a range of industry-relevant tasks, including reading plans, measuring and marking, substrate preparation, applying plastering materials, rendering surfaces, and repairing damaged areas. Tasks will be allocated based on the specific requirements of each unit of competency, with students required to demonstrate the prescribed volume and frequency of tasks within a designated timeframe. The trainer/assessor will observe, provide feedback, and assess student performance against industry standards to ensure skills are developed to meet workplace expectations.

GHMC List of Academic resources available for staff and learners:

GHMC has compiled a resource register for each qualification which includes details of all resources available for each unit of competency in the qualification.

All staff involved in the delivery and assessment of the qualification, have direct access to the current version of the relevant training package, including the appropriate units of competency, assessment guidelines and qualification structure and other equipment required for delivering and assessing units/qualifications.

4.3. Assessment methods and timings

Assessment methods used by GHMC for this qualification include:

- Practical demonstrations
- Projects
- Knowledge Test

Learners are informed about specific assessment requirements at the beginning of each unit of competency along with submission timings.

Code	Title	Core/ Elective	Evidence Gathering Techniques		
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	Knowledge Test	Practical demonstration	-
CPCCOM1012	Work effectively and sustainably in the construction industry.	Core	Knowledge Test	Practical demonstration	-
CPCCOM1013	Plan and organise work	Core	Knowledge Test	Practical demonstration	-
CPCCOM1014	Conduct workplace communication	Core	Knowledge Test	Practical demonstration	-
CPCCOM1015	Carry out measurements and calculations	Core	Knowledge Test	Practical demonstration	-
CPCCCM2006	Apply basic levelling procedures	Core	Knowledge Test	Practical demonstration	-
CPCCOM2001*	Read and interpret plans and specifications	Core	Knowledge Test	Practical demonstration	-
CPCCCM2008	Erect and dismantle restricted height scaffolding	Core	Knowledge Test	Practical demonstration	-
CPCCSP2001*	Handle solid plastering materials	Core	Knowledge Test	Practical demonstration	-
CPCCSP2002*	Use solid plastering tools and equipment	Core	Knowledge Test	Practical demonstration	-

CPCCSP2003*	Prepare surfaces for plastering	Core	Knowledge Test	Practical demonstration	-
CPCCSP3001*	Apply float and render to straight and curved surfaces	Core	Knowledge Test	Practical demonstration	-
CPCCSP3002*	Apply set coats	Core	Knowledge Test	Practical demonstration	-
CPCCSP3003*	Apply trowelled texture coat finishes	Core	Knowledge Test	Practical demonstration	-
CPCCSP3004*	Restore and renovate solid plasterwork	Core	Knowledge Test	Practical demonstration	-
CPCCCO2013	Carry out concreting to simple forms	Core	Knowledge Test	Practical demonstration	-
CPCCPB3015	Install acoustic and thermal environmental protection systems	Core	Knowledge Test	Practical demonstration	-
CPCCPB3026	Erect and maintain trestle and plank systems	Elective	Knowledge Test	Practical demonstration	-
BSBESB301	Investigate business opportunities	Elective	Knowledge Test	-	Project
BSBESB407	Manage finances for new business ventures	Elective	Knowledge Test	-	Project

Assessment tool Contextualisation

Contextualisation of units of competency is about modifying units to suit specific needs. GHMC has contextualised all assessment material to suit students/students at the institute which includes contextualising instructions, assessment tasks, and Project and practical observation information.

Any contextualisation of assessment instruments in this endorsed Training Package will be within the bounds of the following advice. In contextualising assessments for a unit of competency, the institute:

- Will not remove or add to the number and content of elements and performance criteria
- May add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes

- May make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

4.4. Assessment validation

Assessment Validation and Assessment Moderation form an integral part of GHMC's assessment quality assurance system. The overall purpose is to set up a consistent system of quality review and quality control to ensure continuous quality improvement.

GHMC has adopted a well-defined process of moderation and validation. GHMC is aware that moderation can only be truly useful if the assessment tools that form the basis of moderation have been validated. For this qualification, GHMC uses assessment materials that have been validated by a range of industry personnel during the process of development.

The validation process implemented by the GHMC includes engagement with the industry to confirm that the assessment system:

- Produces valid assessment judgements, and
- Ensures graduates have the skills and knowledge required by the industry, as expressed in the training package or accredited course.

When developing a plan for validation, GHMC has taken into account that:

- Each qualification on the scope of registration undergoes validation at least once every five years.
- The validation plan allows for the validation of at least 50 per cent of the qualification in the first three years of the cycle.

There is a provision to validate training products more often where specific risks have been identified.

The assessment validation process at GHMC comprises of:

- Assessment validation meetings are held while developing new assessment tools to confirm that the assessment tools meet the requirements of the training package and are ready to be released for use.
- Once released, assessment tools are formally reviewed by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
 - Vocational competencies and current industry skills are relevant to the assessment being validated.
 - Current knowledge and skills in vocational teaching and learning; and

- The training and assessment qualification or Trainer/Assessor skill set.
- Industry experts are also involved in the validation of the assessment tools
- All changes to assessment tools are recorded in the minutes of the meeting and new assessment tools are drafted and circulated to all relevant staff.
- Records of all trainer/assessor assessment review meetings are to be kept on file.
- A sampling of completed assessment work will be done in line with ASQA's sampling guides and using the ASQA sampling calculator to validate the assessment judgements and quality of evidence collected.

GHMC will develop and implement a plan for ongoing systematic validation of assessment practices and judgements that includes each training product on the GHMC's scope of registration as per Clause 1.9 of Standards for Registered training organisations (2015).

The validation plan will have the following details:

- When assessment validation will occur;
- Which training products will be the focus of the validation;
- Who will lead and participate in validation activities; and
- How the outcomes of these activities will be documented and acted upon.

Note: please refer to the sample validation plan below:

Unit Code	Unit Name	Documents required for validation	Lead Validator & Participants	Outcome	Years				
					2025	2026	2027	2028	2029
		Example: Trainer guide, student assessment tool, mapping document, unit of competency from national training register,	Example: Lead validator - Training manager. At least one (1) GHMC trainer & assessor who is not part of the	Example: The outcome will be recorded on validation forms and an action plan for changes required					

		Sample student work (Use ASQA's sampling calculator to determine valid sample size), validation form.	delivery for sampled students and at least one(1) external assessor.	after validation. Also, meeting minutes will be recorded to capture feedback and discussions					
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry				Jun				
CPCCOM1012	Work effectively and sustainably in the construction industry.					Apr			
CPCCOM1013	Plan and organise work					May			
CPCCOM1014	Conduct workplace communication						Mar		
CPCCOM1015	Carry out measurements and calculations							Feb	
CPCCCM2006	Apply basic levelling procedures				Sep				
CPCCOM2001*	Read and interpret plans and specifications					Jul			
CPCCCM2008	Erect and dismantle restricted height scaffolding							Apr	
CPCCSP2001*	Handle solid plastering materials								May
CPCCSP2002*	Use solid plastering tools and equipment						Apr		
CPCCSP2003*	Prepare surfaces for plastering					Aug			

CPCCSP3001*	Apply float and render to straight and curved surfaces						May		
CPCCSP3002*	Apply set coats								Jul
CPCCSP3003*	Apply trowelled texture coat finishes							Aug	
CPCCSP3004*	Restore and renovate solid plasterwork					Sep			
CPCCO2013	Carry out concreting to simple forms						Jun		
CPCCPB3015	Install acoustic and thermal environmental protection systems							Sep	
CPCCPB3026	Erect and maintain trestle and plank systems								Oct
BSBESB301	Investigate business opportunities				Oct				
BSBESB407	Manage finances for new business ventures						Aug		

4.5. Facilities and Equipment

Classroom facilities:

Theory component of the course will be delivered at:

Tenancy C8 - 61 Riggall St, BROADMEADOWS, VIC, 3047.

GHMC has access to the following facilities on its campus:

- Fully equipped classrooms with access to projector, tables and chairs.
- Onsite fully equipped Plastering workshop

- Computers in classrooms with Desktop with Monitor.
- Counselling room.
- Breakout area with access to computers.
- Kitchenette with tea and coffee and microwaves
- Climate control Air Conditioning
- Access to cafés and restaurants near the campus.

Library and computer lab:

Library and learning resources relevant to each unit are available at GHMC's library and resource centre located at: Tenancy C8 - 61 Riggall St, BROADMEADOWS, VIC, 3047.

A list of resources and books will be available at GHMC's library.

Photocopying and Printing Facilities

Printing and photocopy facilities are available from the reception. Students may request printing from reception.

Carpentry workshop for training:

GHMC will conduct practical training in GHMC's solid plastering workshop located at 61, Belfast Street, Broadmeadows, VIC 3047, with access to all equipment with the fixtures, large and small equipment and workshop documentation defined in the Assessment Guidelines including specific equipment for each relevant unit of competency.

5. Human resources

5.1. Skilled trainers and assessors

As per Standards for Registered training organisations (2015), Training and assessment are delivered only by persons who have:

- Vocational competencies at least to the level being delivered and assessed;
- Must have achieved at least CPC31020 Certificate III in Solid Plastering or equivalent and must have applied the skills and knowledge for delivery of unit specified in qualification; and
- Must have maintained their industry currency through professional development or relevant activities in the industry.
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

All trainers at GHMC satisfy the requirements stipulated in the Schedule 1 of the Standards for Registered Training Organisations (RTOs) 2015 to conduct training and assessment including:

Training qualification:

Trainers and Assessors:

- TAE40116/TAE40122 Certificate IV in Training and Assessment (or its successor), or
- TAE40110 Certificate IV in Training and Assessment, plus the following units:
 - TAELLN411 (or its successor) or TAELLN401A, and
 - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- A diploma or higher-level qualification in adult education or
- A credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:
 - TAESS00011/TAESS00019 Assessor Skill Set or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set

Assessors:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill set plus one of the following:
 - TAEASS502 Design and Develop Assessment Tools or
 - TAEASS502A Design and Develop Assessment Tools or
 - TAEASS502B Design and Develop Assessment Tools or
- A diploma or higher-level qualification in adult education or
- A credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:
 - TAESS00011/TAESS00019 Assessor Skill Set or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.

Vocational qualification and industry experience

- Have achieved the CPC31020 Certificate III in Solid Plastering or equivalent to assess the units as part of Certificate III in Solid Plastering qualification; and have worked in an industry where they have applied the skills and knowledge for the unit of competency. Along with this, the trainer/assessor must have maintained industry currency by undertaking professional development or relevant activities in a similar industry.

Industry currency and Professional Development

- Trainers and assessors should have undertaken work experience or professional development related to the industry sector for the respective qualification within two years prior to their involvement in the delivery and/or assessment. This can be demonstrated through:
 - Volunteering or working part-time in the industry area
 - Undertaking accredited training relevant to the industry area
 - Belonging to industry associations
 - Engaging with industry (for example, through discussions with employers or attending industry networking events)

- Reading industry journals and subscriptions
- Staying informed about changes to technology
- Keeping up to date with changes to legislation
- Continues to take professional development in the fields of knowledge and practice of vocational training and learning that informs their training and assessment.
- Trainers and assessors will need to maintain currency in terms of their knowledge, skills, industry experience and licensing, legislative or certification requirements.

Following is a summary of approved trainers' competency for this qualification however please refer to the separate list of trainers and their skills matrix for trainers and assessors approved by the Institute to the trainer and deliver this qualification.

Trainer and Assessor Competency

Trainer and Assessor	Training and Assessment Qualification	Vocational Competencies / Educational Qualifications
Ahmed Mohammed	<ul style="list-style-type: none"> • TAE40116 – Certificate IV in Training and Assessment 	<ul style="list-style-type: none"> • CPC33021 – Certificate III in Bricklaying and Blocklaying • CPC31020 – Certificate III in Solid Plastering

5.2. Professional Development

All GHMC trainers and assessors undertake professional development in VET and specifically in competency-based training and assessment; whether they are employed or contracted, to ensure that they have current knowledge and skills in vocational training, learning and assessment. On commencement of employment or contract, each member of staff at GHMC is encouraged to pursue professional development activities, related to improving both vocational and educational competency and to participate in in-house professional development sessions. Professional development participation is to be reported, logged in the employee's professional development log and updated every time a professional development activity is attended by staff whether in-house or externally.

Professional Development activities are provided and encouraged by GHMC in a range of formats:

- Participation in webinars, seminars, one-day and face-to-face training sessions or professional conferences
- The training manager will encourage staff to attend PD activities including Udemy and VELG Training.
- Private discussions with industry experts and consultants
- Newsletter and information updates from relevant government and private organisations
- Online learning opportunities such as forums, journals, educational sites
- Pursuit of additional qualifications in relevant fields of study
- Consultation with colleagues and peers in the form of regular staff meetings, network activities with other institutions,
- Membership and participation in professional associations
- Formal and informal relationships with the industry to keep pace with current and developing methods, trends and standards

6. Industry Consultation

6.1. Industry stakeholders' feedback summary

GHMC Meets Clause 1.5- 1.6 of Standards for Registered Training Organisations (2015) by engaging effectively with Industry / Employer in the following ways.

- Training and assessment practices are relevant to the needs of the industry and informed by industry engagement.
- The Institute implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:
 - Its training and assessment strategies, practices and resources; and
 - The current industry skills of its trainers and assessors

GHMC Clearly understands the importance of engaging with industry stakeholders and how critical it is to ensure training and assessment are aligned with current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET-accredited course. Hence, to provide training relevant to employers and to maximise learners' opportunities for employment, advancement or further education, the Institute has engaged with relevant industry stakeholders to establish appropriate contexts, methods, resources and trainers and assessors to deliver training and to conduct the assessment.

The Institute has a well-defined process to facilitate Industry engagement for continuous improvement of its assessment and training resources, training and assessment strategies, training facilities, training and assessment staff and learner support services. The Institute aims to ensure that all qualifications offered to meet Industry requirements.

GHMC has consulted a range of industry representatives, independent of the Institute, focusing on industries in which these programs are likely to be one of the qualifying requirements for employment. Given below is a summary of feedback received from Industry stakeholders through consultation conducted over the past year.

(Refer to Industry Consultation Feedback Forms for further details)

Based on feedback obtained from the industry representatives, GHMC has taken the following actions during the development of this Training & Assessment Strategy:

- GHMC has consulted a range of industry representatives, independent of the Institute, focusing on industries in which these programs are likely to be one of the qualifying requirements for employment. An in-depth Analysis of industry consultation was conducted by sending a draft of the training and assessment strategy to industry experts.
- Given below is a summary of Industry consultations conducted over the past year along with their feedback.

Industry Representative Details	Nature of consultation
Name: Danny Vu Designation: Plasterer Organization: Danny Property Maintenance Services Email ID: Danny.vucj@gmail.com	<p>The organisation representative went through all the information provided by GHMC and made comments which are recorded in Industry form.</p> <p>A consultation was taken on the volume of learning including the amount of training, selection of elective units, sufficient practical training hours including practical assessment hours, assessment methods, qualification of trainers and other assessment resources for improvement.</p>

<p>Name: Mohit Designation: Bullseye Home Builders Organization: Plasterer Email ID: info@bullseyehomebuilders.com.au</p>	<p>The organisation representative went through all the information provided by GHMC and made comments which are recorded in Industry form.</p> <p>A consultation was taken on the volume of learning including the amount of training, selection of elective units, sufficient practical training hours including practical assessment hours, assessment methods, qualification of trainers and other assessment resources for improvement.</p>
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This training and assessment strategy has been developed in response to the information obtained through engaging with Industry stakeholders. The consultation involved inputs from the industry representatives on:

- If proposed qualification best meets the skill and knowledge needs of industry
- The most relevant electives for the training (in accordance with any packaging rules for the training product)
- Mode of study to be used with access to a simulated environment.
- Training and assessment methods to be best suitable for the learners.
- Practical hours taken by learners to compete their learning of practical units.
- the resources GHMC uses for training and assessment.
- The skills and knowledge requirements for trainers and assessors for this qualification and.
- Learning and assessment resources, facilities used by the Institute for training and assessment purposes.

An in-depth analysis of industry consultation was conducted and draft of the training and assessment strategy was sent to industry experts. All the relevant documents of industry consultation have been contained and are available with coordinator.

7. Course Outcomes

7.1. Pathways

All candidates are provided with advice on employment and training options throughout the delivery of the program.

(Please note that while GHMC may not offer all the qualifications indicated within the pathway, GHMC identifies relevant progression that may be attained)

Pathways into the qualification

Candidates may undertake a qualification through a number of entry points demonstrating the potential to undertake vocational education and training at a particular AQF level. Examples are:

- Completing a specific lower-level qualification from the CPC Construction, Plumbing and Services Training Package or other relevant qualification at the same AQF level or
- Having partially completed a specific lower-level qualification **or**
- Having vocational experience and no lower-level qualification.”

Pathway from the Qualification

- After successfully achieving this qualification, candidates may undertake CPC40120 - Certificate IV in Building and Construction.

Employment Pathways

Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Solid Plasterer
- Renderer

Note: Students are required to complete the **General Construction Induction (White Card) Training** — a mandatory requirement for working on construction sites in Australia — ensuring they understand safe work practices and legal obligations in the industry.

However, the above pathway information is in line with the qualification description on National Training Register & (www.training.gov.au) and <https://www.yourcareer.gov.au/learn-and-train/courses/CPC31020>, it doesn't imply any job guarantee or job role at the end of the course. GHMC doesn't claim any employment outcome or job guarantee associated with its courses as it will be misleading.

8. Continuous Improvement

GHMC is committed to providing quality training and assessment services. Continuous improvement activities comprising of planning, implementation and review of actions taken and ongoing monitoring and assessment of quality management practices form an integral part of the Institute's continuous improvement strategy.

RTO practices are regularly revised throughout the year against the Standards for Registered Training Organisations (2015) and the ESOS Act (National Code of Practice for Providers of Education and Training to Overseas Students 2018). Any issues or non-compliances identified are addressed in staff meetings where the outcome is discussed, agreed upon and recorded in the continuous improvement register.

Expected outcomes from regular reviews:

- To provide assurance that systems are performing as intended.
- To provide an opportunity for staff to learn about and contribute to developing efficient procedures and systems that work for them.
- To provide an opportunity to identify improvements needed.
- To provide an opportunity for the team to receive feedback about the quality of services provided by the Institute.
- To assist in ensuring compliance with the regulatory framework.

8.1. Review of Training and Assessment Strategy

GHMC ensures that the training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and that the learners, employers and industry has confidence in the integrity, currency and value of certification documents issued by the Institute, through high-quality training and assessment practices that:

- Meet the requirements of training packages
- Is responsive to industry and learner needs; and
- Is delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment.

The training and assessment strategy is a dynamic document. Hence it is regularly updated to take into account changes in industry technology and techniques, legislation, and the training package itself, as well as the availability of resources within the Institute.

The strategy is consistent with the advertising and other material you provide to prospective learners. Review of Training and Assessment strategies for all qualifications delivered by GHMC is conducted once every year to incorporate feedback received from stakeholders (learners, employers and staff). The focus of the review is to ensure that delivery and assessment are being conducted as per the training package requirements taking into account stakeholder feedback. The review of the Training and Assessment Strategy is based on data collected through;

1. Learner's feedback
2. Internal Audit reports
3. Industry feedback
4. Management review meetings
5. Industry validation and consultation process

All comments, suggestions or amendments received are reviewed by Trainers/Assessors, Training Manager and the CEO. These changes are then implemented when/if approved by GHMC's CEO and recorded on GHMC's continuous improvement register.

8.2. Assessment Feedback

Learners receive feedback from assessors on every assessment submitted. In the event an assessment is marked as not yet satisfactory, this result and feedback are provided to the learner with a request for resubmission. To facilitate this process, GHMC offers phone support and online and personalised trainer support during the entire duration of the course.

8.3. Transition Arrangements

GHMC's Training Manager in collaboration with the CEO and the compliance consultant is in charge of implementing Transitioning strategies to new training packages. The transition will proceed in accordance with the Institute's transition policy.

The purpose of this procedure is to ensure that GHMC systematically reviews a new training package or an accredited course when it becomes available and implements the changes within 12 months of a training package or accredited course endorsement.

The Institute's CEO has subscribed to the following email updates and newsletters that will normally state when changes take place in training packages:

- Training.gov.au
- www.asqa.gov.au

- VELG Training Newsletters
- The staff of GHMC will attend Professional Development activities related to the changes in the qualification. The action plan and its implementation will be reviewed at each management review meeting until the changes have been successfully implemented.

9. Licensing, Legislative, Regulatory or Certification Considerations

GHMC communications network and all computing devices are provided for the purpose of teaching, learning, research, professional development and administration. This policy informs users of their rights and responsibilities in relation to their use of this technology. It applies to all users of the institute's information technology (IT) facilities and is consistent with the provision of an environment that respects freedom of inquiry and expression, privacy and confidentiality, the law and due process.

A. Ethical use

Users should observe ethical standards of conduct.

Unethical activities may include:

- Denying access to other authorised users
- Obtaining or attempting to obtain a higher level of access privilege or access to facilities without authorisation
- Granting access to unauthorised users
- Attempting to modify system facilities, illegally obtain extra resources, degrade the performance of any system or attempt to subvert the restrictions associated with any computer system, computer account or network service
- Sending bulk unsolicited mail (commonly known as spam)
- Utilising access for commercial or personal gain not associated with the college's mission
- More than an incidental level of personal use
- Illegitimate monitoring of individual users.

B. Legal use

Users must ensure their use of the IT facilities complies with all relevant Federal and State legislation as well as all College statutes and regulations. Illegal activities may include:

- Intentional damage to facilities
- Violating a software licence
- Unauthorised access by 'hacking'
- Theft of equipment, software or data
- Creation, possession or distribution of illegal pornography (e.g. Child pornography)
- Any other unlawful activity.

Industry legislation that may be involved in the delivery of this program includes:

Federal Legislation:

- Fair work (registered Organisational) Act 2009
- Australian Human Rights Commission Act 1986
- Trade Practices Act 1975
- Work Health and Safety Act 2011
- Workplace Gender Equality Act 2012
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Privacy Act 1988
- Occupational Health and Safety Regulations 2007

State Legislation (Victoria Specific):

- Administrative Appeals Tribunal Act 1958
- Crimes Act 1958
- Disability Act 2006
- Duties Act 2000

- Equal Opportunity Act 2010
- Fair Trading Act 1999
- Freedom of Information Act 1982
- Occupational Health and Safety Act 2004

Relevant requirements

- National Construction Code (NCC)
- Australian Standards
- Occupational health and safety (OHS)
- Commonwealth and state or territory legislation
- AS6001 - 1999 Working platforms for domestic application
- AS1576 - Scaffolding
- AS/NZS4576 - 1995 Guidelines for scaffolding

All Learners and staff at the Institute must always observe and abide by these laws and any other relevant laws and legislations, as applicable, to the qualification.

10. Course Integrity

10.1. Requirements to ensure Course Integrity


The following checklist has been completed to ensure the course meets the training package requirements. Evidence to support areas such as consultation, facility and equipment checklist/overview, or any other documents supporting the integrity of this course and its outcomes are available and documented.

Requirements Checklists

Completed

The relevant Training Package and Implementation/Purchasing guide are current and have been used to develop this Training and Assessment Strategy.	<input checked="" type="checkbox"/>
Resources have been sourced and mapped for all required units within the qualification.	<input checked="" type="checkbox"/>
Assessment tools have been developed and are validated to ensure they meet the requirements of the units of competency (i.e. mapped to units of competency).	<input checked="" type="checkbox"/>
The process for validation and moderation of assessment has been clearly defined.	<input checked="" type="checkbox"/>
All staff involved in the delivery and assessment of this qualification, have direct access to the printed and electronic copies of the current version of the course materials including the appropriate Training Package, units of competency, assessment guidelines and qualification structure.	<input checked="" type="checkbox"/>
The course has been developed through a consultative process described above and evidence of consultation is available that establishes industry agreement on Training and Assessment Strategy for this qualification.	<input checked="" type="checkbox"/>
The institute has reviewed equipment and facility requirements for each unit of competency for the qualification.	<input checked="" type="checkbox"/>
Irrespective of delivery locations, learners have access to relevant resources.	<input checked="" type="checkbox"/>

11. Endorsement

Name: Shikha Chanda	Position: CEO	Date: 28/02/2025
Signature: 		

Appendix 1: Unit wise- Learning and Assessment resources/equipment list: CPC31020 Certificate III in Solid Plastering

Units Code	Unit name	Learning resources and documents	Equipment available for training and assessment
<p>Learners enrolled in the CPC31020 Certificate III in Solid Plastering qualification at GHMC will have access to the on-campus plastering workshop, fully equipped to support practical training. The workshop provides access to industry-standard tools, equipment, and materials commonly used in the solid plastering trade.</p> <p>In addition to the workshop facilities, learners will also have access to standard templates, documents, and resources relevant to the plastering industry, supporting their understanding of real-world work practices.</p>			
Unit Code	Unit title	Documents required/Learning and Assessment resources	Equipment required/available in the workshop
CPCCOM1012	Work effectively and sustainably in the construction industry.	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCOM1012 • PowerPoint presentation for CPCCOM1012 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • (Ebook) Construction Management 101 by David Glass • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick • How To Manage Project Opportunity and Risk (Ebook) – Third Edition- Author- Chris Chapman and Stephen Ward. <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide 	<ul style="list-style-type: none"> • Computer • Internet • Team members • Supervisor

		<ul style="list-style-type: none"> Real-live environment or simulated environment case studies, activities, responsibilities, procedures, safety requirements and environmental considerations to work effectively with team members, identify environmental and resource efficiency and prepare reports. All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	
CPCCOM1013	Plan and organise work	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for CPCCOM1013 PowerPoint presentation for CPCCOM1013 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> (Ebook) Construction Management 101 by David Glass Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick How To Manage Project Opportunity and Risk (Ebook) – Third Edition- Author- Chris Chapman and Stephen Ward. <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC plastering workshop replicating realistic workplace conditions where students will have access to case studies, activities, responsibilities and procedures to plan and organise basic work on the construction site. 	<ul style="list-style-type: none"> Drawings and specifications Work plan template

		<ul style="list-style-type: none"> All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	
CPCCOM1014	Conduct workplace communication	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for CPCCOM1014 PowerPoint presentation for CPCCOM1014 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> Workplace Communication by Kenny Barkley (Ebook) Construction Management 101 by David Glass Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to convey and receive information, access and interpret information, and create reports. All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> Computer Internet Team members Supervisor
CPCCOM1015	Carry out measurements and calculations	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for CPCCOM1015 PowerPoint presentation for CPCCOM1015 	<ul style="list-style-type: none"> Manufacturers' specifications Construction drawings, plans and specifications

		<p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> • (Ebook) Construction Management 101 by David Glass • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will have access to case studies, activities, responsibilities and procedures to take basic measurements and perform the basic calculation for the construction work. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Construction drawings and specifications • Calculators and laser equipment • Rulers • Tape measures • Trundle wheels.
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCWHS2001 • PowerPoint presentation for CPCCWHS2001 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) 	<ul style="list-style-type: none"> • Construction industry standards and environmental legislation and regulations • Day-to-day observation of OHS policies and procedures • Emergency procedures • Emergency situation contacts • Labels • Regulatory and legislative requirements, such as Acts, regulations and codes of practice • Reports of near misses or accidents

		<ul style="list-style-type: none"> • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to apply WHS/OHS requirements in the construction industry • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Risk assessment • Safety meeting minutes • Firefighting equipment <ul style="list-style-type: none"> ○ Fire extinguishers ○ Fire hydrant and hoses ○ Fire reel ○ Fire signs (location of fire alarms and firefighting equipment) • First-aid materials suitable for emergency first-aid treatment of minor injuries • Hazard identification, facility or location signs • Manual firefighting instruments, such as fire blankets. • Regulatory signs (e.g. Prohibition, mandatory and limitation or restriction), such as hazard signs (danger and warning) • Safety tags and lockout (danger tags, out-of-service tags) • Site safety, directional, traffic and warning signs and symbols. • PPE including: <ul style="list-style-type: none"> ○ Aprons ○ Arm guards ○ Caps ○ Dust mask/respirators ○ Ear muffs/plugs ○ Gloves ○ Hard hats ○ High visibility retro reflective vests ○ Jackets ○ Overalls
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			<ul style="list-style-type: none"> ○ Safety glasses/goggles ○ Steel capped boots ○ UV protective clothing and sunscreen. <ul style="list-style-type: none"> • Ladders • Work platform
CPCCCM2006	Apply basic levelling procedures	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCCM2006 • PowerPoint presentation for CPCCCM2006 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Basic Surveying, by Raymond E. Paul <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will transfer levels and record differences in height for three different projects as required by job specifications using three levelling devices • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Work instructions • Job requirements • Site plans • Safe operating procedures for levelling, including: <ul style="list-style-type: none"> ○ manufacturer specifications ○ safe work method statements (SWMS) ○ safety data sheets (SDS). • Laser levels and targets • Automatic/optical levels • Spirit levels and straight edges • Water levels • Plumb bobs • Measuring tapes and rules • Marking equipment (chalk, markers, pencils) • Heights/levels reference marks:. • Marks for heights or levels required: <ul style="list-style-type: none"> ○ Chalk or nail mark ○ Mark on a vertical surface ○ Datum or survey peg ○ Drawing or sketch
CPCCOM2001	Read and interpret plans	<ul style="list-style-type: none"> • Regulatory and legislative requirements pertaining to operations and the environment 	<ul style="list-style-type: none"> • Marking equipment • Personal Protective equipment • Measuring tape and rules

	and specifications	<ul style="list-style-type: none"> • Safe work procedures related to construction site operations • Refer to the document required section. <p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCOM2001 • PowerPoint presentation for CPCCOM2001 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • (Ebook) Construction Management 101 by David Glass • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, materials, activities, responsibilities and procedures to interpret and describe construction project requirements from plans /drawings and specifications. • Students will have access to simulated work tasks having relevant work instructions, specifications, work practices and constraints observed while working. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Spirit levels and straight edges • Calculator • Notebook and pen • Plans, specifications and drawings of the worksite
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CPCCCM2008	Erect and dismantle restricted height scaffolding	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCWF2001 • PowerPoint presentation for CPCCWF2001 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg • Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to erect and dismantle a modular scaffolding system in different conditions • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Task Work Instructions / Job Sheets • Site Plans / Drawings and Specifications • Manufacturer's Specifications and Safety Data Sheets (SDS) • Safe Work Method Statements (SWMS) • scissors • cutting blades • wheelbarrows • ladders • elevated work platforms • brooms • forklifts • pallet jacks • buckets • adhesives • caulking compound • cement mortar (with and without additives) • grout • tiles.
CPCCSP2001*	Handle solid plastering materials	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCSP2001 • PowerPoint presentation for CPCCSP2001 <p><u>Additional resources available for the student to refer to:</u></p>	<ul style="list-style-type: none"> • Task Work Instructions / Job Sheets • Handling requirements for materials for solid plastering: <ul style="list-style-type: none"> ○ loose materials ○ bagged materials ○ bucketed materials

		<ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to use all a range of solid plastering tools and equipment on a minimum of three different solid plastering tasks. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> ○ pre-mixed materials ○ corner beads ○ casing beads ○ timber or expanded metal lathing (EML) ○ plaster compounds and finishing coats ○ additives, such as plasticisers, colour and waterproofing agent • Equipment and tools: <ul style="list-style-type: none"> ○ mortar boards and stands ○ shovels ○ sieves ○ straight edges ○ wheelbarrows.
CPCCS2002*	Use solid plastering tools and equipment	<p>GHMC will have the following learning resources for this unit:</p> <ul style="list-style-type: none"> • Learners guide for CPCCS2002 • PowerPoint presentation for CPCCS2002 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) 	<ul style="list-style-type: none"> • Task work instructions, job sheets, site plans, drawings, and specifications • Manufacturer's specifications for tools • Equipment and tools: <ul style="list-style-type: none"> ○ a power grinder ○ a cement mixer ○ a power saw ○ an air compressor ○ a level ○ a float ○ a sponge float ○ a screed

		<ul style="list-style-type: none"> Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to apply WHS/OHS requirements in the construction industry All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> a shovel a wheel barrow mud board and stand tin snips water brush a paint brush a handboard/hawk a screw gun a hammer a comb a sprayline a small tool a tape measure <ul style="list-style-type: none"> Materials: <ul style="list-style-type: none"> casing beads corner beads fasteners finish coats lime lime putty plaster compounds render and setting coats mix composition, including additives such as plasticisers, colour and waterproofing agents sand timber or metal lathing.
CPCCSP2003*	Prepare surfaces for plastering	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for CPCCWF3002 PowerPoint presentation for CPCCWF3002 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library 	<ul style="list-style-type: none"> Task work instructions, job sheets, site plans, drawings, and specifications Tools and Equipment <ul style="list-style-type: none"> brooms brushes buckets

		<ul style="list-style-type: none"> • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to preparesurfaces with various product faults and damage, including chipped corners, holes and depressions on each of: <ul style="list-style-type: none"> ○ a minimum of 2 square metres of masonry wall ○ an engaged or attached pier with a minimum width of 250 mm and height of 1.0 m ○ a minimum 2 square metres of sheet wall ○ a minimum 2 square metres of ceiling. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> ○ chisels ○ filling blades ○ hammers ○ power grinders ○ power sanders ○ sanding blocks ○ scrapers ○ shovels ○ sponges ○ Trowels ○ elevated work platforms ○ hoses ○ ladders ○ planks ○ trestles ○ water sprayers. <ul style="list-style-type: none"> • Materials: <ul style="list-style-type: none"> ○ caulking compounds ○ cellulose and plaster ○ lime putty ○ plaster ○ proprietary fillers ○ sand and cement ○ sheet material.
CPCSP3001*	Apply float and render to straight and curved surfaces	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCWF3003 • PowerPoint presentation for CPCWF3003 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass 	<ul style="list-style-type: none"> • Task work instructions, job sheets, site plans, drawings, and specifications • Tools and equipment: <ul style="list-style-type: none"> ○ measuring tapes and rules ○ spirit levels ○ squares ○ trowels ○ floats ○ brushes

		<ul style="list-style-type: none"> • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to prepare the surfaces, fixing casing and corner beads and applying float and render coats to a minimum 2.1m high straight masonry surface with an internal corner and an opening containing a head, reveals and a sill, a minimum 1.5m high x 1.8m wide curved surface, a minimum 1.5m high x 300mm diameter column and a minimum 1.5m high square or rectangular pier. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> ○ screed boards ○ straight edges ○ mortar boards and stands ○ shovels ○ wheelbarrows ○ hawks ○ joint rules ○ small tools ○ plumb bobs and mason's squares ○ buckets ○ sieves ○ power leads ○ hammers ○ tin snips ○ grinders (may include): ○ wood saws (may include): ○ metal files (may include): ○ concrete mixers and scaffolding (may include): <ul style="list-style-type: none"> • Materials: <ul style="list-style-type: none"> ○ Solid plastering materials and components include: <ul style="list-style-type: none"> ▪ casing beads ▪ corner beads ▪ lime ▪ lime putty ▪ plaster compounds and finish coats ▪ render and setting coats mix composition, including additives such as plasticisers, colour and waterproofing agents ▪ sand ○ other materials (may include):
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			<ul style="list-style-type: none"> ▪ flat marine ply ▪ flat sheet plain galvanised iron (PGI) ▪ nails ▪ timber.
CPCCSP3002*	Apply set coats	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCWF3004 • PowerPoint presentation for CPCCWF3004 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to apply set coats and trowelling surfaces to achieve a level of finish within specified tolerances to a minimum 4 square metres of vertical surface, including an opening with a head, sill and reveals, a minimum 4 square metres of horizontal surface and a minimum 4 square metres of curved surface. 	<ul style="list-style-type: none"> • Task work instructions, job sheets, site plans, drawings, and specifications • Tools and Equipment: <ul style="list-style-type: none"> ○ brushes ○ concrete mixers ○ floats ○ grinders ○ hawks ○ joint rules ○ measuring tapes and rules ○ mortar boards and stands ○ plumb bobs and mason's squares ○ scaffolding ○ screed boards ○ shovels ○ small tools ○ spirit levels ○ squares ○ Straight edges ○ trowels ○ wheelbarrows • Materials: <ul style="list-style-type: none"> ○ casing beads ○ corner beads ○ lime ○ lime putty ○ plaster compounds and finish coats

		<ul style="list-style-type: none"> All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> render and setting coats mix composition, including additives such as plasticisers, colour and waterproofing agents sand.
CPCCSP3003*	Apply trowelled texture coat finishes	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for CPCCWF3005 PowerPoint presentation for CPCCWF3005 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library (Ebook) Construction Management 101 by David Glass 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to apply a trowelled texture coat finish to a minimum of 4 square metres of curved wall and apply a different trowelled texture coat finish to a minimum of 4 square metres of masonry wall containing an internal and external corner and an opening with a head, reveals and a sill. All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> Task work instructions, job sheets, site plans, drawings, and specifications Tools and Equipment: <ul style="list-style-type: none"> brushes concrete mixers floats grinders hawks joint rules mason's squares measuring tapes and rules mortar boards and stands plumb bobs scaffolding screed boards shovels small tools spirit levels squares straight edges trowels wheelbarrows Materials: <ul style="list-style-type: none"> acrylic or styrene/acrylate coatings cement render proprietary texture coat finish products

CPCCSP3004*	Restore and renovate solid plasterwork	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCWF3006 • PowerPoint presentation for CPCCWF3006 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to restore solid plasterwork to a minimum of 4 square metres of curved surface, a minimum of 4 square metres of ceiling and a minimum 1.2 metre high archway or column • Additionally, renovate a monogram and two letters using moulds and pre-treating and restoring a spall area. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Task work instructions, job sheets, site plans, drawings, and specifications • Tools and Equipment <ul style="list-style-type: none"> ○ brushes ○ buckets ○ floats ○ grinders ○ hammers ○ hawks ○ joint rules ○ mason's squares ○ measuring tapes and rules ○ mortar boards and stands ○ plumb bobs ○ power leads ○ screed boards ○ shovels ○ sieves ○ small tools ○ spirit levels ○ squares ○ straight edges ○ tin snips ○ trowels ○ Wheelbarrows ○ concrete mixers (may include) ○ metal files (may include) ○ scaffolding (may include) ○ wood saws. (may include) • Materials <ul style="list-style-type: none"> ○ casing beads ○ corner beads ○ finish coats
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			<ul style="list-style-type: none"> ○ lime ○ lime putty ○ plaster compounds ○ render and setting coats mix composition, including additives such as plasticisers, colour and waterproofing agents ○ sand.
CPCCCO2013	Carry out concreting to simple forms	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCCO2013 • PowerPoint presentation for CPCCCO2013 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • The Concrete Handbook" by F. N. Spon. <p><u>will also have access to the following assessment resources GHMC available:</u></p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC workshop replicating construction workplace where students will be carrying out concreting to a simple form slab of at least 1 square metre and 100 mm in depth. • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Work schedules, plans and specifications. • Brooms • Chutes • Edging tools • Shovels • Trowels • Wheelbarrows • Bull floats (may include) • Hand floats (may include) • Kibbles (may include) • Line pumps (may include) • Stipple devices (may include) • Trowelling machines (may include)

CPCCPB3015	Install acoustic and thermal environmental protection systems	<p>GHMC will have the following learning resources for this unit:</p> <ul style="list-style-type: none"> • Learners guide for CPCCWF3009 • PowerPoint presentation for CPCCWF3009 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • (Ebook) Construction Management 101 by David Glass • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) • Plastering An Encyclopaedia By: Brian F. Pegg, W. D. Stagg <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC plastering workshop replicating realistic workplace conditions where students will access case studies, activities, responsibilities and procedures to install a minimum: <ul style="list-style-type: none"> ○ 9 square metres of blanket insulation to a stud wall/ceiling ○ 9 square metres of acoustic plaster sheeting to walls and ceiling ○ 9 square metres of acoustic tiles to ceiling • All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	<ul style="list-style-type: none"> • Task work instructions, job sheets, site plans, drawings, and specifications • Tools and Equipment <ul style="list-style-type: none"> ○ broad knives ○ caulking guns ○ electric screw guns ○ etting boxes ○ hammers ○ manual levelling devices ○ measuring tapes and rules ○ nail bags ○ power drills ○ power leads ○ power saws ○ screwguns ○ spanners ○ spirit levels ○ squares ○ tin snips ○ trestles ○ trowels ○ C clamps (may include) ○ air compressors and hoses (may include) ○ docking saw and drop saws (may include) ○ laser levelling devices (may include) ○ masonry drills (may include) ○ nail guns (may include) ○ pop riveters (may include) ○ saw stools (may include) ○ system scaffolding and planks. (may include) • Materials <ul style="list-style-type: none"> ○ acoustic ceiling products
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			<ul style="list-style-type: none"> ○ adhesive ○ fibrous plaster ○ insulation blankets ○ jointing tape ○ loose fill insulation ○ metal and aluminium type products ○ nails ○ plasterboard ○ polystyrene sheets ○ rigid sheet insulation ○ screws ○ sealants ○ staples ○ steel safety mesh.
CPCCPB3026	Erect and maintain trestle and plank systems	<ul style="list-style-type: none"> • Regulatory and legislative requirements pertaining to plasterboard • Safe work procedures relating to plasterboard • Australian standards AS6001-1999, AS/NZS4576 Guidelines for Scaffolding • Refer to the document required section. <p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for CPCCPB3026 • PowerPoint presentation for CPCCPB3026 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> • (Ebook) Construction Management 101 by David Glass • Work Health and Safety Act 2011 (Australia) (2018 Edition) The Law Library • 2019 National Construction Code - NCC Volume Two (Red), Building Code of Australia (BCA) • 2019 National Construction Code - NCC Volume One (Blue), Building Code of Australia (BCA) 	<ul style="list-style-type: none"> • Concealed services (water, power and gas) • 4m trestles • An A-frame trestle scaffold of a minimum 500mm width and 3m length • An H-frame trestle scaffold of a minimum 500mm width and 3m length • Clamps • Trip hazards

		<ul style="list-style-type: none"> Managing Project Quality by Timothy J. Kloppenborg, Joseph A. Petrick <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC painting workshop environment replicating construction workplace where students will access case studies, activities, responsibilities and procedures to erect frames relevant for ceiling lining construction. Students will have access to simulated work tasks having relevant work instructions, specifications, standard work practices and constraints observed while working. All assessors engaged by the GHMC will meet assessor requirements as defined in the Standards for RTOs 2015 and training package. 	
BSBESB301	Investigate business opportunities	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> Learners guide for BSBESB301 PowerPoint presentation for BSBESB301 <p><u>Additional resources available for the student to refer to:</u></p> <ul style="list-style-type: none"> Entrepreneurship: The Practice and Mindset by Heidi M Neck, Christopher P Neck, Emma L Murray <p><u>GHMC will also have access to the following assessment resources available:</u></p> <ul style="list-style-type: none"> GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide GHMC classroom where students will access case studies, project activities requirements to identify and investigate at least one business opportunity and assess the probability of success.. 	<ul style="list-style-type: none"> Digital & Research Tools <ul style="list-style-type: none"> Internet access for research and sourcing information Data collection tools and software, such as: <ul style="list-style-type: none"> Online survey tools (e.g., Google Forms, SurveyMonkey) Spreadsheets (e.g., Microsoft Excel, Google Sheets) Information Sources <ul style="list-style-type: none"> Sources of information on potential business opportunities, including: <ul style="list-style-type: none"> Customer profiles and demographic data Supplier information

			<ul style="list-style-type: none"> ▪ Industry reports, articles, and publications ○ Legislative and regulatory information relating to business operations, including: <ul style="list-style-type: none"> ▪ Local, state, and federal laws ▪ Licensing requirements • Business templates such as: <ul style="list-style-type: none"> ○ Business plans ○ SWOT analysis sheets ○ Market research forms • Workplace policies, procedures, and documentation relevant to the task • Marketing and promotion strategies examples or resources for review
BSBESB407	Manage finances for new business ventures	<p><u>GHMC will have the following learning resources for this unit:</u></p> <ul style="list-style-type: none"> • Learners guide for BSBESB407 • PowerPoint presentation for BSBESB407 <p>Additional resources available for the student to refer to:</p> <ul style="list-style-type: none"> • Entrepreneurship: The Practice and Mindset by Heidi M Neck, Christopher P Neck, Emma L Murray <p>GHMC will also have access to the following assessment resources available:</p> <ul style="list-style-type: none"> • GHMC's assessment resources- learner assessment guide, trainer guide and mapping guide • GHMC classroom where students will access case studies, project activities requirements to implement a financial strategy for at least one business or new business venture according to business plan and goals. 	<ul style="list-style-type: none"> • Computers with internet • Accounting and financial software (examples may include MYOB, Xero, QuickBooks, Excel) • Digital tools for cash flow management, budgeting, and forecasting • Data analysis and reporting software • Legislation, regulations, codes of practice, and standards relating to: <ul style="list-style-type: none"> ○ Financial management ○ Taxation obligations ○ Business operations and reporting • Workplace policies, procedures, and documentation relevant to: <ul style="list-style-type: none"> ○ Budgeting and financial planning ○ Capital management ○ Debt collection strategies ○ Key Performance Indicators (KPIs) • Templates:

			<ul style="list-style-type: none"> ○ Financial projections ○ Cash flow estimates ○ Ratio analysis ○ Business capital planning
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Appendix 2: Sample Delivery schedule: CPC31020 Certificate III in Solid Plastering			
Delivery Location details: Melbourne Campus: Tenancy C8 - 61 Riggall St, BROADMEADOWS, VIC, 3047. GHMC’s workshop: 61, Belfast Street, Broadmeadows, VIC 3047	Mode of Delivery Face-to-face and practical training in GHMC’s workshop.	Trainers details Ahmed Mohammed	Assessment methods Assessment methods used for this course are practical demonstrations in the training workshop, role-plays, case studies, scenarios, projects, and knowledge questions.
	Course Duration (Delivery and holidays) 54 Weeks (46 weeks delivery + 8 weeks holidays)		Class Room No. 2
All Shifts available at campus: <ul style="list-style-type: none">Shift 1: 8:00 -12:00Shift 2: 12:30 -16:30 Break Timings <ul style="list-style-type: none">Lunch Break: 12.00 - 12.30	Shifts allocated to this class:		
	Friday: Shift 2 (4 hours) (Classroom)	Saturday: Shift 1 & 2 (8 hours) (Workshop)	Sunday: Shift 1 & 2 (8 hours) (Classroom)

20 hours per week over 46 weeks delivery and 8 weeks holidays			
Term 1			
Week 1 Beginning 23rd Jun 25	CPCCWHS2001 – Apply WHS requirements, policies, and procedures in the construction industry	Learning Activities (20 hours)	
Week 2 Beginning 30th Jun 25	CPCCWHS2001 – Apply WHS requirements, policies, and procedures in the construction industry	Learning Activities (8 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (8 hours)	
Week 3 Beginning 7th Jul 25	CPCCOM1012 – Work effectively and sustainably in the construction industry	Learning Activities (12 hours) Assessment 2: Practical Demonstration (8 hours)	
Week 4 Beginning 14th Jul 25	CPCCOM1012 – Work effectively and sustainably in the construction industry	Assessment 1: Knowledge Test (4 hours)	
	CPCCOM1014 – Conduct workplace communication	Learning Activities (8 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (4 hours)	
Week 5 Beginning 21st Jul 25	CPCCOM1013 – Plan and organise work	Learning Activities (12 hours) Assessment 2: Practical Demonstration (8 hours)	
Week 6 Beginning 28th Jul 25	CPCCOM1013 – Plan and organise work	Assessment 1: Knowledge Test (4 hours)	
	CPCCOM1015 – Carry out measurements and calculations	Learning Activities (12 hours) Assessment 1: Knowledge Test (4 hours)	
Week 7 Beginning 4th Aug 25	CPCCOM1015 – Carry out measurements and calculations	Assessment 2: Practical Demonstration (8 hours)	
	CPCCOM2001 – Read and interpret plans and specifications	Learning Activities (12 hours)	
Week 8 Beginning 11th Aug 25	CPCCOM2001 – Read and interpret plans and specifications	Learning Activities (8 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (8 hours)	
Week 9 Beginning 18th Aug 25	CPCCCM2006 – Apply basic levelling procedures	Learning Activities (12 hours) Assessment 2: Practical Demonstration (8 hours)	

Week 10 Beginning 25th Aug 25	CPCCCM2006 – Apply basic levelling procedures	Assessment 1: Knowledge Test (4 hours)
	CPCCCM2008 – Erect and dismantle restricted height scaffolding	Learning Activities (16 hours)
Week 11 Beginning 1st Sep 25	CPCCCM2008 – Erect and dismantle restricted height scaffolding	Learning Activities (8 hours) Assessment 2: Practical Demonstration (12 hours)
Week 12 Beginning 8th Sep 25	CPCCCM2008 – Erect and dismantle restricted height scaffolding	Assessment 1: Knowledge Test (4 hours)
	CPCCPB3026 – Erect and maintain trestle and plank systems	Learning Activities (16 hours)
Term Break 2 weeks (Weeks 13, 14) Term 2		
Week 15 Beginning 29^h Sep 25	CPCCPB3026 – Erect and maintain trestle and plank systems	Learning Activities (16 hours) Assessment 1: Knowledge Test (4 hours)
Week 16 Beginning 6th Oct 25	CPCCPB3026 – Erect and maintain trestle and plank systems	Assessment 2: Practical Demonstration (16 hours)
	CPCCSP2001* – Handle solid plastering materials	Learning Activities (4 hours)
Week 17 Beginning 13th Oct 25	CPCCSP2001* – Handle solid plastering materials	Learning Activities (16 hours) Assessment 1: Knowledge Test (4 hours)
Week 18 Beginning 20th Oct 25	CPCCSP2001* – Handle solid plastering materials	Assessment 2: Practical Demonstration (12 hours)
	CPCCSP2002* – Use solid plastering tools and equipment	Learning Activities (8 hours)
Week 19 Beginning 27th Oct 25	CPCCSP2002* – Use solid plastering tools and equipment	Learning Activities (20 hours)
Week 20 Beginning 3rd Nov 25	CPCCSP2002* – Use solid plastering tools and equipment	Learning Activities (4 hours) Assessment 2: Practical Demonstration (12 hours)
	CPCCSP2002* – Use solid plastering tools and equipment	Assessment 1: Knowledge Test (4 hours)
Week 21 Beginning 10th Nov 25	CPCCSP2003* – Prepare surfaces for plastering	Learning Activities (16 hours)
	CPCCSP2003* – Prepare surfaces for plastering	Learning Activities (20 hours)
Week 22 Beginning 17th Nov 25	CPCCSP2003* – Prepare surfaces for plastering	Learning Activities (20 hours)
Week 23 Beginning 24th Nov 25	CPCCSP2003* – Prepare surfaces for plastering	Learning Activities (4 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (12 hours)

Week 24 Beginning 2nd Dec 25	CPCCSP2003* – Prepare surfaces for plastering	Assessment 2: Practical Demonstration (8 hours)
	CPCCCO2013 – Carry out concreting to simple forms	Learning Activities (12 hours)
Week 25 Beginning 1st Dec 25	CPCCCO2013 – Carry out concreting to simple forms	Learning Activities (20 hours)
Week 26 Beginning 8th Dec 25	CPCCCO2013 – Carry out concreting to simple forms	Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (16 hours)
Christmas Break 4 Weeks (Weeks 27, 28, 29, 30) Term 3		
Week 31 Beginning 12th Jan 26	CPCCSP3001* – Apply float and render to straight and curved surfaces	Learning Activities (20 hours)
Week 32 Beginning 19th Jan 26	CPCCSP3001* – Apply float and render to straight and curved surfaces	Learning Activities (20 hours)
Week 33 Beginning 26th Jan 26	CPCCSP3001* – Apply float and render to straight and curved surfaces	Learning Activities (12 hours) Assessment 2: Practical Demonstration (8 hours)
Week 34 Beginning 2nd Feb 26	CPCCSP3001* – Apply float and render to straight and curved surfaces	Assessment 2: Practical Demonstration (20 hours)
Week 35 Beginning 9th Feb 26	CPCCSP3001* – Apply float and render to straight and curved surfaces	Assessment 1: Knowledge Test (4 hours)
	CPCCSP3002* – Apply set coats	Learning Activities (16 hours)
Week 36 Beginning 16th Feb 26	CPCCSP3002* – Apply set coats	Learning Activities (20 hours)
Week 37 Beginning 23rd Feb 26	CPCCSP3002* – Apply set coats	Learning Activities (4 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (12 hours)
Week 38 Beginning 2nd Mar 26	CPCCSP3002* – Apply set coats	Assessment 2: Practical Demonstration (8 hours)
	CPCCSP3003* – Apply trowelled texture coat finishes	Learning Activities (12 hours)
Week 39 Beginning 9th Mar 26	CPCCSP3003* – Apply trowelled texture coat finishes	Learning Activities (20 hours)
Week 40 Beginning 16th Mar 26	CPCCSP3003* – Apply trowelled texture coat finishes	Learning Activities (8 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (8 hours)

Week 41 Beginning 23rd Mar 26	CPCCSP3003* – Apply trowelled texture coat finishes	Assessment 2: Practical Demonstration (12 hours)
	CPCCSP3004* – Restore and renovate solid plasterwork	Learning Activities (8 hours)
Week 42 Beginning 30th Mar 26	CPCCSP3004* – Restore and renovate solid plasterwork	Learning Activities (20 hours)
Term Break 2 weeks (Weeks 43, 44) Term 4		
Week 45 Beginning 20th Apr 26	CPCCSP3004* – Restore and renovate solid plasterwork	Learning Activities (20 hours)
Week 46 Beginning 27th Apr 26	CPCCSP3004* – Restore and renovate solid plasterwork	Learning Activities (4 hours) Assessment 1: Knowledge Test (4 hours) Assessment 2: Practical Demonstration (12 hours)
Week 47 Beginning 4th May 26	CPCCSP3004* – Restore and renovate solid plasterwork	Assessment 2: Practical Demonstration (16 hours)
	CPCCPB3015 – Install acoustic and thermal environmental protection systems	Learning Activities (4 hours)
Week 48 Beginning 11th May 26	CPCCPB3015 – Install acoustic and thermal environmental protection systems	Learning Activities (20 hours)
Week 49 Beginning 18th May 26	CPCCPB3015 – Install acoustic and thermal environmental protection systems	Learning Activities (16 hours) Assessment 1: Knowledge Test (4 hours)
Week 50 Beginning 15th May 26	CPCCPB3015 – Install acoustic and thermal environmental protection systems	Assessment 2: Practical Demonstration (20 hours)
Week 51 Beginning 1st Jun 26	BSBESB301 – Investigate business opportunities	Learning Activities (20 hours)
Week 52 Beginning 8th Jun 26	BSBESB301 – Investigate business opportunities	Assessment 1: Knowledge Test (4 hours) Assessment 2: Project (16 hours)
Week 53 Beginning 15th Jun 26	BSBESB407 – Manage finances for new business ventures	Learning Activities (20 hours)
Week 54 Beginning 22nd Jun 26	BSBESB407 – Manage finances for new business ventures	Assessment 1: Knowledge Test (4 hours) Assessment 2: Project (16 hours)