



**RICHMOND SCHOOL OF BUSINESS**

Suite 1, Level 1, 37 – 39 George Street, Parramatta, NSW 2150 Australia  
T: +61 2 8844 1000 | Email: [reception@rsb.edu.au](mailto:reception@rsb.edu.au) | RTO ID: 45432 | CRICOS Code: 03717E

**Training and Assessment Strategy**

**CPC30220 Certificate III in Carpentry**

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## Overview

This Training and Assessment Strategy (TAS) document has been developed to clearly advise the Trainers & Assessors involved in the delivery of training and collection of assessment evidence. This TAS provides a top-down perspective of CPC30220 – Certificate III in Carpentry course and the training and assessment that will be applied.

This is a working document and will change over time as CPC30220 – Certificate III in Carpentry course is subject to continuous improvement. This TAS document should be read in conjunction with supporting learning and assessment documentation.

## Course Summary

<b>Mode of Delivery</b>	Face to face
<b>Duration</b>	2 Years (104 weeks, fulltime)
<b>Training Method</b>	Trainer & Assessor led, face-to-face in a classroom setting combined with in-class experiential activities.
<b>Assessment Method</b>	Questions, Projects, Case Studies, Role-plays, Presentations.
<b>Target Students</b>	<p>This qualification is aimed at targeting overseas students, who are:</p> <ul style="list-style-type: none"><li>• seeking to pursue or further a career in carpentry;</li><li>• seeking to enter a new industry sector;</li><li>• seeking a pathway to higher level qualifications.</li></ul> <p>Characteristics of the target group are as follows: Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past.</p> <p>Many will speak English as a second language, although an entry level has been set to ensure students are able to complete course work. Students are expected to typically fall into the age range of 18 – 35 as people are still establishing or changing careers.</p> <p>Credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter time frame.</p>
<b>Contact Time</b>	This program is delivered face to face in the classroom and practical training is provided in a workshop. (20 hours per week)

## General Information

<b>Name of RTO</b>	Richmond School of Business Pty Ltd t/a Richmond School of Business (RSB)	
<b>Training Package</b>	CPC08 – Construction, Plumbing and Services Training Package (Release 9.9)	
<b>Qualification</b>	CPC30220 – Certificate III in Carpentry (Release 5)	
<b>CRICOS Course Code</b>	TBA	
<b>Delivery Period</b>	2 Years (104 weeks, fulltime)	
<b>Delivery Mode</b>	This program is delivered in the classroom. Practical face to face training is provided in a workshop.	
<b>Delivery Site</b>	Classroom: Suite 1, Level 1, 37 – 39 George Street, Parramatta, NSW 2150. Workshop: 3/12 Anne Street, St Marys, NSW 2760.	
<b>Authorisation</b>	Principal Executive Officer	
<b>Units of Competency</b>	<b>Unit Code &amp; Title</b>	<b>Core/Elective</b>
	CPCCCA2002 – Use carpentry tools and equipment	C
	CPCCCA2011 – Handle carpentry materials	C
	CPCCCA3001 – Carry out general demolition of minor building structures	C
	CPCCCA3002 – Carry out setting out	C
	CPCCCA3003 – Install flooring systems	C
	CPCCCA3004 – Construct and erect wall frames	C
	CPCCCA3005 – Construct ceiling frames	C
	CPCCCA3006 – Erect roof trusses	C
	CPCCCA3007 – Construct pitched roofs	C
	CPCCCA3008 – Construct eaves	C
	CPCCCA3010 – Install windows and doors	C
	CPCCCA3016 – Construct, assemble and install timber external stairs	C
	CPCCCA3017 – Install exterior cladding	C
	CPCCCA3024 – Install lining, panelling and moulding	C
	CPCCCA3025 – Read and interpret plans, specifications and drawings for carpentry work	C
	CPCCCA3028 – Erect and dismantle formwork for footings and slabs on ground	C
	CPCCCM2006 – Apply basic levelling procedures	C
	CPCCCM2008 – Erect and dismantle restricted height scaffolding	C
	CPCCCM2012 – Work safely at heights	C
CPCCCO2013 – Carry out concreting to simple forms	C	
CPCCOM1012 – Work effectively and sustainably in the construction industry	C	
CPCCOM1014 – Conduct workplace communication	C	
CPCCOM1015 – Carry out measurements and calculations	C	

	CPCCOM3001 – Perform construction calculations to determine carpentry material requirements	C
	CPCCOM3006 – Carry out levelling operations	C
	CPCCWHS2001 – Apply WHS requirements, policies and procedures in the construction industry	C
	CPCWHS3001 – Identify construction work hazards and select risk control strategies	C
	CPCCCA3012 – Frame and fit wet area fixtures (Group A)	E
	CPCCCA3014 – Construct and install bulkheads (Group A)	E
	CPCCCM2002 – Carry out hand excavation (Group A)	E
	CPCCJN3003 – Manufacture components for doors, windows and frames (Group A)	E
	CPCCSF2004* – Place and fix reinforcement materials (Group A)	E
	CPCCCM3005 – Calculate costs of construction work (Group B)	E
	CPCCWHS1001 – Prepare to work safely in the construction industry (Imported)	E
<b>Packaging Rules</b>	<p>Thirty-four (34) units including twenty (27) core units and seven (7) elective units are required for the award of the CPC30220 Certificate III in Carpentry.</p> <p>The 34 units that must be completed include:</p> <ul style="list-style-type: none"> <li>• 27 core units</li> <li>• 7 elective units comprising of: <ul style="list-style-type: none"> <li>○ a minimum of five units must be selected from Group A;</li> <li>○ the remaining can be selected from Group A or Group B;</li> <li>○ a maximum of two units can be selected from any group or current training package, as long as it contributes to a valid, industry-supported vocational outcome and maintains the AQF level of this qualification.</li> </ul> </li> </ul> <p>Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link:  <a href="https://training.gov.au/Training/Details/CPC30220">https://training.gov.au/Training/Details/CPC30220</a></p> <p>Note: * indicates that the unit has a pre-requisite unit, and the pre-requisite unit is:</p> <ol style="list-style-type: none"> <li>I. CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</li> </ol>	
<b>Pre-requisite requirements</b>	There are no entry requirements for this qualification.	
<b>Licensing, Legislative, Regulatory or Certification Considerations</b>	State and territory jurisdictions may have different licensing, legislative, regulatory or certification requirements. Relevant state and territory regulatory authorities should be consulted to confirm those requirements. Completion of the general construction induction training program, specified in the Safe Work Australia model Code of Practice: Construction Work, is required by anyone carrying out construction work. Achievement of	

	<p>CPC30220 Prepare to work safely in the construction industry meets this requirement.</p> <p>This qualification is suitable for an Australian apprenticeship pathway.</p>
<b>Fees</b>	<p>Enrolment Fee (non-refundable): \$250  Tuition Fee: \$34000  Material Fee: \$300  Late/ Re-Assessment Fee: \$50 per unit</p>
<b>Target Occupation</b>	<p>Carpenter - Commercial  Carpenter - Formwork  Carpenter - Residential</p>
<b>The Learner</b>	
<b>Student Entry Requirements</b>	<p>RSB has the following entry requirements where International students must:</p> <ul style="list-style-type: none"> <li>• be at least 18 years of age and have completed 12 or equivalent;</li> <li>• participate in a course entry interview to determine suitability for the course and student needs;</li> <li>• have an IELTS* score of 5.5 (test results must be no more than 2 years old).</li> </ul> <p>English language competence can also be demonstrated through documented evidence of any of the following:</p> <ul style="list-style-type: none"> <li>• educated for 5 years in an English-speaking country; or</li> <li>• successful completion of an English Placement Test.</li> </ul> <p>*Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5.</p>
<b>Student Entry Process</b>	<p>All prospective students will be required to undertake an LLN test to identify if they will require additional learning support and if the identified level of additional support is within RSB capabilities to deliver. Based on the group of students that this course is designed for, all are expected to have high- level of LLN capabilities.</p>
<b>Technology and Literacy Requirements for this Course</b>	<p>To successfully undertake CPC30220 Certificate III in Carpentry course, the student should have:</p> <ul style="list-style-type: none"> <li>• Ability to produce and present high-level word-processed documents/reports of several pages;</li> <li>• Ability to obtain, interpret, evaluate, and present information from a variety of sources (reading or the internet or via other assistive technology);</li> <li>• Ability to analyse, research and provide statistical data based on specific trends;</li> <li>• Ability to work with a diverse workforce.</li> </ul>
<b>Student Support, Welfare and Guidance</b>	<p>Where the student is experiencing any personal difficulties s/he should be referred to the Principal who will arrange appropriate support for the student in need. If the student's needs exceed the Institute's support capacity, it will refer the student to an appropriate external agency.</p>
<b>Nature of Guarantee to Students</b>	<p>RSB is committed to completing the outlined training and assessment upon students' commencement of their study and while they are meeting all their student responsibilities.</p>

In the event of being unable to commence or complete the course, the Institute will, if possible, arrange for agreed training and assessment to be completed through another RTO (Fees may incur). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, RSB will provide a refund of any unused portion of the fee.

## Training Strategy

### Arrangement of Training Program

This course is delivered as a sequence of single stand-alone units.

#### Delivery Sequence

CPCWHS1001 Prepare to work safely in the construction industry

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry (Pre-requisite)

CPCWHS3001 Identify construction work hazards and select risk control strategies

CPCCOM1015 Carry out measurements and calculations

CPCCOM1014 Conduct workplace communication

CPCCOM1012 Work effectively and sustainably in the construction industry

CPCCOM3001 Perform construction calculations to determine carpentry material requirements

CPCCCM3005 Calculate costs of construction work

CPCCCA3025 Read and interpret plans, specifications and drawings for carpentry work

CPCCCA2002 Use carpentry tools and equipment

CPCCCA2011 Handle carpentry materials

CPCCCM2006 Apply basic levelling procedures

CPCCCM2002 Carry out hand excavation

CPCCCA3002\* Carry out setting out

CPCCOM3006 Carry out levelling operations

CPCCCM2008 Erect and dismantle restricted height scaffolding

CPCCCM2012\* Work safely at heights

CPCCCA3028 Erect and dismantle formwork for footings and slabs on ground

CPCCCO2013\* Carry out concreting to simple forms

CPCCSF2004\* Place and fix reinforcement materials

CPCCJN3003 Manufacture components for doors, windows and frames

CPCCCA3003 Install flooring systems

CPCCCA3004 Construct and erect wall frames

CPCCCA3005 Construct ceiling frames

CPCCCA3006 Erect roof trusses

CPCCCA3007 Construct pitched roofs

CPCCCA3008 Construct eaves

CPCCCA3010	Install windows and doors
CPCCCA3017	Install exterior cladding
CPCCCA3016	Construct, assemble and install timber external stairs
CPCCCA3012	Frame and fit wet area fixtures
CPCCCA3014	Construct and install bulkheads
CPCCCA3024	Install lining, panelling and moulding
CPCCCA3001	Carry out general demolition of minor building structures

### **Delivery and Assessment Summary**

The qualification is delivered over 104 weeks comprising of:

- eight (8) terms of 10 weeks each (80 weeks total)
- holiday breaks amounting to 24 weeks (as specified in the timetable).

The classes are scheduled and delivered as below:

- Shift 1 – Monday & Tuesday: 8:15 – 16:45 and Wednesday: 8:15 – 12:15
- Shift 2 – Wednesday: 12:30 – 16:30 and Thursday & Friday: 8:15 – 16:45
- Shift 3 – Monday to Thursday: 17:00 – 22:00
- Shift 4 – Friday: 17:00 – 21:00 and Saturday & Sunday: 9:00 – 17:30

Students are required to attend 20 hours of training and assessment per week. Additional, unsupervised study is expected to be approximately 5 hours a week.

Training and assessment will also be completed in the workshop. RSB has a contract with a workshop and books time in the workshop according to the number of students and time required.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

### **Amount of Training and Volume of Learning**

The total amount of training provided being structured classroom sessions and face to face training in the workshop is 780 hours.

Time scheduled for assessment in class and in the workshop is 820 hours. Additional study which is unsupervised and may include research for assessments and general reading is expected to be on average 5 hours a week.

Total hours delivery and assessment hours therefore amount to 1,600 hours and the volume of learning (i.e., including additional, unsupervised study) is 2,000 hours.

A detailed breakdown is shown in the training and assessment schedule. RSB has decided on the course duration and amount of training considering the AQF Volume of Learning, which is typically 1 – 2 years and 1200 – 2400 hours. It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time.

Where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.

This is a full-time program delivered over a period of 104 weeks that is divided as below.



Activity	Course Hours	Breakdown of Hours
Face-to-Face Training (Classroom & workshop)	780 hours	80 weeks x 20 hours per week training including
Assessment (Classroom & workshop)	820 hours of assessment	50 hours per term for assessment in workshop
Self-study	400 hours	50 hours per term
Volume of Learning/Total Course Hours	2000	
Total course duration (Tuition + holidays) = 80 + 24 = 104 weeks		

### **Delivery Arrangements**

A face-to-face training and assessment mode is employed for this qualification and all training will take place at RSB's training facilities and in a workshop. Students will be provided with learning and assessment materials that they will use to develop their knowledge and understanding. All students will be provided with a range of learning support options and resources to help them achieve competency.

Students can also be supported outside of face to face through e-mail and telephone contact with their Trainer & Assessor. Students are provided with their Trainer & Assessor's contact details at their orientation. Students are encouraged to contact their Trainer & Assessor at any time and Trainer & Assessor will liaise with students regarding their progress and provide advice as required, including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.

RSB uses a range of techniques during face-to-face delivery including Trainer & Assessor presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations, and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.

Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices, and activities associated with the workplace role.

### **Simulated Environment**

The simulated training environment is created by using equipment, tools, technology, workplace conditions, legislation, quality standards and approaches to work that match those currently employed in the carpentry industry.

Students' understanding of the workplace and its requirements will be developed throughout the course.

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and using learning materials. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency.

During all sessions, sufficient time is allocated for students to perform the required tasks, practice their skills, and reinforce their knowledge.

Regarding the simulated assessment environment, units within this qualification state that assessment must be undertaken in the workplace or a close simulation reflecting workplace conditions and standards, materials, equipment, activities, responsibilities, procedures, safety requirements and environmental considerations.

The simulated assessment environment is therefore created by:

- Requiring that tasks are performed within industry standard timeframes;
- Ensuring that tasks are performed to industry safety requirements as relevant;
- Utilising authentic workplace documentation, plans, work instructions and specifications;
- Requiring students to work with others as part of a team;
- Requiring students to plan and prioritise competing work tasks;
- Involving the use of standard, workplace equipment that is found in the industry sector that the scenario is set;
- Ensuring that students are required to consider workplace constraints such as time and budgets;
- Providing access to appropriate and relevant tools, equipment and technology;
- Providing a realistic, professional workplace environment and role model professional communication and behaviours consistent with current industry practice;
- Requiring the use of standard industry language and terminology;
- Utilising the workplace experience of trainers and assessors for role-play tasks;
- Ensuring that the simulated workplace is client focused;
- Ensuring that all teamwork is completed in a professional, team-oriented manner.

### **Facilities, Equipment and Resources**

The following facilities, equipment and resources will be used to deliver and assess this qualification:

- Training rooms, including desks, chairs, whiteboard, and overhead projector;
- Computers with Microsoft Office and access to the Internet;
- Learning and assessment materials as outlined in this TAS;
- Facilities, equipment, and resources as indicated in the CPC33020 Workshop Checklist.

In addition, all students who are undertaking this qualification must have a laptop or computer that is installed with Microsoft Office or similar.

### **Assessment Arrangements**

Assessment will occur through a variety of methods. Assessment conditions will also ensure a simulated workplace environment where relevant.

Assessment tasks:

- reflect real life work tasks;
- are required to be performed within industry standard timeframes as specified by assessors in relation to each task;

- are assessed using assessment criteria that relate to the quality of work expected by the industry;
- are performed to industry safety requirements as relevant;
- utilise authentic workplace documentation;
- require students to work with others as part of a team;
- require students to plan and prioritise competing work tasks;
- involve the use of standard, workplace equipment such as computers and software;
- ensure that students are required to consider workplace constraints such as time and budgets.

### **Support Services and Reasonable Adjustment**

RSB acknowledges its obligations as an RTO under the Education Standards of the Commonwealth *Disability Discrimination Act 1992* regarding people with a disability. The principle of reasonable adjustment is applied to ensure that participants with a disability have equitable access to the CPC30220 – Certificate III in Carpentry program.

Further information on the Education Standards is available at:

<https://www.dese.gov.au/disability-standards-education-2005>

RSB has policies and procedures that cover all areas of student support. Through those policy and procedure documents, RSB will ensure that students are provided with:

- Age and culturally appropriate orientation program to assist them to adjust in student life and study at RSB and in Australia;
- Assistance in course progress and attendance issues;
- Access to services that enable them to complete their studies as scheduled;
- Access to welfare related support services and refer to external agencies where appropriate;
- Access to Critical Incident Policy and Procedure that outlines RSB staff obligations to respond to incidents in a timely manner to support students;
- A designated staff member/s (Student Support Officer/s) contact details who will act as a point of contact for students to enable them to access support services available;
- Access to sufficient support staff to meet the needs of students;
- Access to staff who interact with overseas students, are aware of their obligations under the ESOS Act.

### **Language, Literacy and Numeracy (LL&N) Support**

Students undertaking this program are required to have well developed language, literacy and numeracy (LLN) skills relevant to the requirements of their role. Diagnostic assessment will be conducted prior to the commencement of the learning. This is to ensure that Students enrolled in the program have adequate LLN skills to complete the requirements of the training and assessment of the course:

- An LLN will be used to identify if Students will require additional learning support and if the identified level of additional support is within RSB's capabilities to deliver. Based on the group of students that this course is designed for, all are expected to have a high level of LLN capabilities.

	<ul style="list-style-type: none"> <li>• RSB aims to provide a positive and rewarding learning experience for all of its students.</li> <li>• The Student Enrolment Form requests students to provide information regarding their LL&amp;N requirements or any other special learning needs.</li> <li>• In the event of LL&amp;N becoming an issue, the academic support staff will contact the student to discuss their requirements.</li> <li>• Students must ensure that they have discussed with their Trainer &amp; Assessor any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties.</li> <li>• RSB can offer any student, on request at enrolment, a reading and comprehension exercise to ascertain suitability for enrolment into a course.</li> <li>• RSB will make every effort to ensure that students are adequately selected, enrolled and supported to enable them to complete their training. Some examples of the type of support that RSB can offer include the following areas: <ul style="list-style-type: none"> <li>○ <b>Literacy</b> <ul style="list-style-type: none"> <li>– providing students only essential writing tasks</li> <li>– consider the use of group exercises so that the responsibility for writing rests with more than one person.</li> <li>– provide examples and models of completed tasks.</li> <li>– ensure that documents and forms are written and formatted in plain English; and use clear headings, highlight certain keywords or phrases and provide explanations of all technical terms used.</li> <li>– arranging tutorials to help students with study related problems.</li> </ul> </li> <li>○ <b>Language</b> <ul style="list-style-type: none"> <li>– present information in small chunks.</li> <li>– speak clearly, concisely and not too quickly.</li> <li>– give clear instructions in a logical sequence.</li> <li>– give lots of practical examples.</li> <li>– encourage students to ask questions; and</li> <li>– ask all questions to ensure students understand.</li> </ul> </li> <li>○ <b>Numeracy</b> <ul style="list-style-type: none"> <li>– ask students to identify in words, what the exact problem is and how they might solve it.</li> <li>– show students how to do the calculations through step-by-step instructions and through examples of completed calculations.</li> <li>– help students to work out what math's/calculations/measurements are required to complete the task; and</li> <li>– encourage the use of calculators and demonstrate how to use them.</li> </ul> </li> </ul> </li> </ul> <p>Additional hours of training and support will be considered for students with learning difficulties and for those from non-English speaking backgrounds should this be necessary.</p>
<b>Assessment Resources</b>	<p>Learner's Resources:</p> <ul style="list-style-type: none"> <li>• PowerPoint slides;</li> <li>• Computer lab;</li> </ul>

	<ul style="list-style-type: none"> <li>• Learner's Guide/ Student Workbook;</li> <li>• Assessment Guide.</li> </ul> <p>Trainer &amp; Assessor's Resources:</p> <ul style="list-style-type: none"> <li>• PowerPoint slides;</li> <li>• Marking Guide;</li> <li>• Lesson plan;</li> <li>• Mapping Document.</li> </ul> <p>Breakdown of Assessment resources comprise of:</p> <ul style="list-style-type: none"> <li>• User Guide: This provides important information relating to the delivery of quality training and assessment.</li> <li>• Assessor Marking Guide: The Assessor Marking Guide includes assessment tasks, checklists and marking guidance. It also provides unit-specific advice on delivering assessments.</li> <li>• Student Assessment Tasks: The Student Assessment Tasks include the tasks as well as guidance about how to complete each assessment. Submission information and relevant forms are also included. The Student Assessment Tasks can be found in the 'Assessment' folder for each unit.</li> <li>• Assessment Mapping: The Assessment Mapping is included as a separate document to show how each assessment task maps to the unit of competency. There is an Assessment Mapping in the 'Mapping' folder for each unit of competency.</li> <li>• Supporting resources: Supporting resources include forms, templates and checklists that should be used when preparing for and marking assessment tasks. There are relevant supporting resources in the 'Assessor Resources' folder for each unit of competency and a list of the supporting resources relevant to each assessment task in the Assessor Marking Guide.</li> </ul>
<p><b>Arrangements with Other Providers</b></p>	<p>There are no arrangements with other providers.</p>
<p><b>Trainer &amp; Assessor Requirements</b></p>	<p>A qualified Trainer &amp; Assessor must possess the following:</p> <ul style="list-style-type: none"> <li>• TAE40116 Certificate IV in Training and Assessment or an Advanced Diploma or higher-level qualification in Adult Education.</li> <li>• Vocational competencies at least to the level being trained being delivered and assessed.</li> <li>• Current industry skills directly relevant to the training and assessment being provided.</li> </ul> <p>Specific details of the Trainer &amp; Assessor's delivery/assessment capabilities can be found in the separate document namely Trainer Matrix.</p>
<p><b>Assessment Strategy</b></p>	
<p><b>Assessment Overview</b></p>	<p>Participants of CPC30220 – Certificate III in Carpentry course will be advised of the assessment requirements at the beginning of training of each unit.</p> <p>CPC30220 – Certificate III in Carpentry course assessments are the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.</p>


	<p>Assessments are carried out in accordance with:</p> <ul style="list-style-type: none"> <li>• Identified industry benchmarks and available best practice relevant for assessment.</li> <li>• specific industry requirements.</li> <li>• specific principles of assessment.</li> <li>• rules of evidence.</li> </ul> <p>Assessments will usually commence in the session following delivery and will require students to manage their workload and schedule assessment tasks accordingly. As this is a competency-based course, assessments continue throughout the course until the participant either achieves competency in their assessment tasks or a further training need is identified and addressed.</p> <p>Formative assessment is provided throughout the course in terms of practice. This is achieved through using the tasks outlined in the learners' resources as practice. Those tasks are separate to the summative assessment process that concludes each unit of competency.</p> <p>The assessment process for all participants in CPC30220 – Certificate III in Carpentry course may include theory, projects and practical assessments.</p> <p>Each unit in CPC30220 – Certificate III in Carpentry course has an individual assessment tool and mapping document which establishes the details of the assessment methodology including:</p> <ul style="list-style-type: none"> <li>• Outlining the assessment methods.</li> <li>• Providing instructions for the Assessor.</li> <li>• Providing instructions for the students.</li> <li>• Being mapped to the unit of competency through a separate mapping document.</li> <li>• Ensuring assessment is summative.</li> </ul> <p>All activities and projects are assessed by the assigned Trainer &amp; Assessor and then returned to the student with feedback. Assessor's feedback to students allows them to monitor their progress before progressing onto new activities so they may apply lessons learned in their previous assessments.</p>
<p><b>Assessment Validation Process</b></p>	<p>Assessment Validation is a quality review process designed to check that the assessment tools produced valid, sufficient, current and authentic evidence (rules of evidence) to enable suitable judgements of competence relevant to requirements of training package or accredited course. It includes reviewing and making recommendations for improvements to the assessment tool, process and/or outcomes.</p> <p>In completing assessment validation for CPC30220 – Certificate III in Carpentry course, RSB has applied an approach outlined in the publication: <i>Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER 2002</i>. In addition, RSB has undertaken mapping of the developed assessments to ensure alignment to the units of competence.</p>
<p><b>Recording Assessment Evidence and Student Feedback</b></p>	<p>It is a RSB requirement that Trainers &amp; Assessors record detailed evidence of the student's demonstrated knowledge and skills. The 'Comments' fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Final Assessment Summary &amp; Feedback Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>The completed assessment records will be retained by RSB in archive and may be accessed in the future as part of a review of the quality of evidence being</p>

	<p>gathered by RSB relating to a particular unit of competency or as part of a general audit of RSB's assessment strategy.</p> <p>Students will be given a chance to comment on their performance prior to getting feedback from the Trainer &amp; Assessor. Students will receive a copy of all written comments and the evidence summary.</p> <p>At the conclusion of an assessment, the Trainer &amp; Assessor will complete the Final Assessment Summary &amp; Feedback Report for each Student and indicate whether the student is competent or not competent. The student will sign that document and add any relevant comments. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record.</p>
<b>Re-assessment</b>	<p>Students who are assessed as Not Yet Competent will be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training and re-assessment (where applicable). Those students will be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.</p> <p>It is the policy of RSB to provide two (2) opportunities for additional training and re-assessment at no additional cost to the student. Students who require additional training and re-assessment after they have exhausted their two opportunities will be required to pay a fee for additional training and re-assessment.</p> <p>Student's requiring additional learning support are to be brought to the attention of the Academic Manager so that the progress of the student can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment.</p>
<b>Assessment Appeals</b>	<p>Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook.</p> <p>Appeals will be dealt with following the Complaints and Appeals Procedure.</p>
<b>Academic Integrity</b>	<p>RSB requires that students complete all assessments and provide assessment evidence ethically and without cheating, plagiarism, and collusion. RSB will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism, and collusion and what will be the outcome if they undertake such practice. RSB has the following definitions for cheating, plagiarism, and collusion.</p> <p><b>Cheating:</b> this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.</p> <p><b>Plagiarism:</b> plagiarism is the submission of somebody else's work as if it were the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.</p>

	<p>During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other peoples' work in submissions e.g., passages from books or websites, then reference should be made to the source.</p> <p>Collusion: this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.</p> <p>Where it is found that cheating, plagiarism, or collusion has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct.</p>
<p><b>Meeting Individual Needs</b></p>	<p>In CPC30220 – Certificate III in Carpentry course, the student's individual needs must be determined during the preparation for each assessment. If the student has individual needs, the Trainer &amp; Assessor will make suitable adjustment to the assessment to allow for these whilst maintaining the integrity of the evidence gathering process. The student's individual needs and the adjustment applied are to be recorded within the assessment record.</p> <p>The assessment instructions outline the recommended way to allow students to demonstrate their competence. Student's individual needs may require reasonable adjustment to the assessment tasks in order to accommodate a student's needs.</p> <p>At RSB, flexibility is encouraged, ensuring that Students get adequate opportunity to demonstrate their ability to meet the competency. Assessors should use the evidence-gathering tool to ensure alternative scenarios are comprehensive.</p>
<p><b>Student Assessment Brief</b></p>	<p>In accordance with the assessment process in CPC30220 – Certificate III in Carpentry course, students will be fully briefed about their assessments. Prior to commencement of each assessment, the student will be provided with a detailed briefing on all aspects of assessment activity.</p> <p>The Trainer &amp; Assessor will meet with the student to:</p> <ul style="list-style-type: none"> <li>• Explain the purpose of the assessment and the assessment process.</li> <li>• Explain the consequence of not meeting the requirements of the assessment.</li> <li>• Explain the units of competency to be assessed and the evidence to be collected.</li> <li>• Outline the specific tasks (in detail) listed within the benchmark of performance tasks listed within the observation/demonstration record and how these will be facilitated within their simulated workspace.</li> <li>• Identify individual needs of the student and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes.</li> <li>• Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process; and</li> <li>• Determine if the student is ready for assessment and, in consultation with the student, agree on the schedule for assessment as outlined in the course program.</li> </ul>



<b>Assessment by RPL</b>	<p>Recognition of prior learning (RPL) is provided as an assessment option to students who consider they can meet the skills and knowledge requirements of any unit(s) that make up the CPC30220 – Certificate III in Carpentry course.</p> <p>RPL assessment is based primarily on the use of portfolio evidence and an interview with the student that includes oral questioning. When considered necessary (based on the Trainer &amp; Assessor’s assessment of the student’s portfolio and interview questioning), it may also include a challenge test.</p> <p>All applicants for RPL will receive advice and guidance from a Trainer &amp; Assessor to ensure they understand the requirements of the relevant units of competency and the types of evidence required.</p> <p>Students wishing to obtain recognition of their prior learning must then accept primary responsibility for identifying, gathering and submitting suitable evidence of their current competency.</p> <p>The process may involve the student undertaking a practical demonstration (e.g., in a role play), combined with questioning by the Trainer &amp; Assessor. For those units where an applicant is unable to provide sufficient evidence to the standards required, they will be required to complete training and assessment in those units.</p>
<b>Transition Arrangements</b>	<p>RSB receives notification from ASQA when a training package qualification/ training package has been superseded. RSB ensures that the new training package qualification(s) is/are submitted as soon as practicable to ensure that current students may either complete the course with certification or transition to the new qualification within 12 months and before ASQA removing the qualification(s) from RSB scope as listed on the National Register.</p> <p>Advice is given to existing and prospective students regarding new or revised Training Packages/qualifications via e-mails or through the formal transition process. Information for students and Trainers is to be found on the RSB Google Drive folders and through attending regular staff meetings.</p>
<h2 style="text-align: left;">Industry Engagement</h2>	
<b>Industry Consultation</b>	<p>In the design of CPC30220 – Certificate III in Carpentry, RSB consulted with the following industry representatives:</p> <p><b>Mr. Amer Malik</b> Principal LJ Hooker Ingleburn 77 Macquarie Road, Ingleburn NSW 2565. Tel: +610433466402</p> <p><b>Mr Navid Bilgrami</b> Chief Executive Officer Veritas Quality Consulting &amp; Construction Burdett St, Hornsby NSW 2077. Tel: +610412196029</p> <p>As a result of this consultation, the training and assessment program has been developed to meet the needs of the target audience and industry requirements by seeking to ensure learning is relevant to current workplace</p>

	practice. Industry consultants will be invited to provide feedback to RSB to this training and assessment strategy on an annual basis.	
<b>Quality Control</b>		
<b>TAS Monitoring and Improvement</b>	<p>Improvements to this TAS document are version controlled and significant improvements entered the Continuous Improvements Register. The TAS may be customised to suit the needs of a specific cohort of students (target students). The TAS is systematically reviewed by the Industry Advisory Committee at least annually. Furthermore, assessments are validated and moderated as per our Assessment Validation Policy and Procedure.</p> <p>Evidence that Training and Assessment Strategies are being monitored and improved include:</p> <ul style="list-style-type: none"> <li>Annual reviews to reflect the changes in the training package and/or the changes in the qualification</li> <li>Records of staff and industry stakeholder meetings about training and assessment strategies</li> <li>Evidence of improvements and changes in course content and learning support materials from previous training packages (not equivalent).</li> </ul>	
<b>Approval</b>	Principal Executive Officer	Signature: 
		Date: 9 March 2023
<b>TAS Review Date</b>	7 March 2023	
<b>Document Version and Control</b>		
<b>Version</b>	1.0 March 2023	
<b>Date Effective</b>	TBA	
<b>Review</b>	This TAS will be reviewed at end of Term 4-2023	
<b>Approved By</b>	Principal	
<b>Approval Date</b>	9 March 2023	
<b>TAS Owner</b>	Richmond School of Business (RSB)	
<b>Related Standard</b>	Standards for RTO's 2015- Chapter 4 (Clause 1.1 – 1.4 & 2.2)	
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• Education Services for Overseas Students Act 2000</li> <li>• CPC08 Construction, Plumbing and Services Training Package Implementation Guide Specifications for Simulated Environments</li> <li>• <a href="http://training.gov.au/CPC33020">training.gov.au/CPC33020</a></li> </ul>	

## Training and Assessment Schedule

Term I		CPC30220 Certificate III in Carpentry						
Week #	Unit Code & Title	Training Schedule	Assessment Schedule	Volume of Learning				
				Training Hours		Assessment Hours		Unsupervised Study
				Classroom Training Hours	Workshop Training Hours	Classroom Assessment Hours	Workshop Assessment Hours	
Week 1	CPCWHS100 <i>I Prepare to work safely in the construction industry</i>	Topic 1: Health and safety – your legal rights and responsibilities Topic 2: Safe working practices in construction Topic 3: Hazards and risks Topic 4: Construction hazards Topic 5: Construction incidents and emergencies	Assessment Task 1: Knowledge test Assessment Task 2: Practical task	12		8		5
Week 2	CPCCWHS20 01 Apply WHS requirements, policies and procedures in the construction industry	Topic 1: Safety in the construction industry Topic 2: Identifying, assessing and controlling hazards Topic 3: Reporting WHS hazards, accidents and incidents		20				5

Week 3		Topic 4: Working with hazardous materials and substances Topic 5: Planning and preparing to work safely Topic 6: Following emergency procedures	Assessment Task 1: Knowledge test	16		4		5
Week 4			Assessment Task 2: Practical task				20	5
Week 5	CPCWHS300 1 Identify construction work hazards and select risk control strategies	Topic 1: Safety in the construction industry Topic 2: Identifying, assessing and controlling hazards		20				5
Week 6		Topic 3: Planning and preparing to work safely	Assessment Task 1: Practical task	12			8	5
Week 7			Assessment Task 1: Practical task (continued)				20	5
Week 8	CPCCOM101 5 Carry out measurements and calculations	Topic 1: Obtain measurements Topic 2: Calculations		4	16			5
Week 9		Topic 3: Calculating quantities of materials	Assessment Task 1: Knowledge questions		16	4		5
Week 10			Assessment Task 2: Practical task			20		5

Week 11	Term Break							
Week 12	Term Break							
Week 13	Term Break							
<b>Term 2</b>	<b>CPC30220 Certificate III in Carpentry</b>							
Week 14	CPCCOMI014 Conduct workplace communication	Topic 1: Communicating at work Topic 2: Presenting information Topic 3: Meetings		20				5
Week 15	CPCCOMI012 Work effectively and sustainably in the construction industry	Topic 1: Your construction career Topic 2: Construction teams Topic 3: Environmental requirements		20				5
Week 16			CPCCOMI014 Assessment Task 1: Team planning task Assessment Task 2: Team debrief meeting CPCCOMI012 Assessment Task 1: Research project Assessment Task 2: Team planning task			20		5
Week 17			CPCCOMI014 Assessment Task 1: Team planning task			20		5

			Assessment Task 2: Team debrief meeting CPCCOM1012 Assessment Task 1: Research project Assessment Task 2: Team planning task					
Week 18	CPCCOM300 1 Perform construction calculations to determine carpentry material requirements	Topic 1: Obtaining measurements Topic 2: Calculations Topic 3: Calculating quantities of materials		20				5
Week 19			Assessment Task 1: Knowledge test Assessment Task 2: Materials list			20		5
Week 20	CPCCCM300 5 Calculate costs of construction work	Topic 1: Calculating costs – overview Topic 2: Step 1 – Gathering information Topic 3: Step 2 – Calculating costs, materials Topic 3: Step 3 – Calculating costs, labour Topic 4: Step 4 – Calculating costs, additional costs		20				5

		Topic 5: Step 5 – Documenting and quoting						
Week 21			Assessment Task 1: Knowledge test Assessment Task 2: Costing project			20		5
Week 22	CPCCCA3025 Read and interpret plans, specifications and drawings for carpentry work	Topic 1: Plans and specifications – what are they? Topic 2: Types of plans/drawings Topic 3: Specifications		20				5
Week 23			Assessment Task 1: Plans and Specs Worksheet Assessment Task 2: Work plan			20		5
Week 24	Term Break							
Week 25	Term Break							
Week 26	Term Break							
<b>Term 3</b>	<b>CPC30220 Certificate III in Carpentry</b>							
Week 27	CPCCCA2002 Use carpentry tools and equipment	Topic 1: Tools and equipment used in carpentry Topic 2: Hand tools Topic 3: Power tools Topic 4: Equipment Topic 5: Site clean up		4	16			5

Week 28			Assessment Task 1: Practical observation Assessment Task 2: Evidence collection				20	5
Week 29	CPCCCA2011 Handle carpentry materials	Topic 1: Introduction to safe materials handling Topic 2: Moving materials on site Topic 3: Stocking and storing materials Topic 4: Storing tools and equipment		4	16			5
Week 30			Assessment Task 1: Knowledge test Assessment Task 2: Planning template Assessment Task 3: Practical task			8	12	5
Week 31	CPCCCM200 6 Apply basic levelling procedures	Topic 1: Introduction to levelling Topic 2: Levelling activities Topic 3: Following emergency procedures Topic 4: Clean up		4	16			5
Week 32			Assessment Task 1: Knowledge test Assessment Task 2: Practical task			4	16	5
Week 33	CPCCCM200 2 Carry out	Topic 1: Introduction to hand excavation		4	16			5



	hand excavation	Topic 2: Excavation techniques Topic 3: Clean up						
Week 34			Assessment Task 1: Planning and preparation Assessment Task 2: Practical observation Assessment Task 3: Evidence collection			4	16	5
Week 35	CPCCCA3002 * Carry out setting out	Topic 1: Introduction to setting out Topic 2: Step 1 – Planning and preparing Topic 3: Step 2 – Showing the site boundaries Topic 4: Step 3 – Setting out the building lines Topic 5: Step 4 – Checking and adjusting		4	16			5
Week 36			Assessment Task 1: Knowledge test Assessment Task 2: Planning task Assessment Task 3: Practical task			8	12	5
Week 37	Term Break							
Week 38	Term Break							
Week 39	Term Break							

Term 4		CPC30220 Certificate III in Carpentry						
Week 40	CPCCOM300 6 Carry out levelling operations	Topic 1: Introduction to levelling Topic 2: Levelling activities		4	16			5
Week 41			Assessment Task 1: Knowledge questions Assessment Task 2: Planning task Assessment Task 3: Practical task			8	12	5
Week 42	CPCCCM200 8 Erect and dismantle restricted height scaffolding	Topic 1: Introduction to scaffolding Topic 2: Planning and preparing Topic 3: Erecting scaffold Topic 4: Inspecting, repairing and altering the scaffold Topic 5: Dismantling scaffold and site clean up		4	16			5
Week 43			Assessment Task 1: Preparation and planning Assessment Task 2: Practical task			4	16	5
Week 44	CPCCCM201 2* Work safely at heights	Topic 1: Introduction to height Topic 2: Working at height		4	16			5

		Topic 3: Exiting the work area and site clean up						
Week 45			Assessment Task 1: Knowledge test Assessment Task 2: SMS development task Assessment Task 3: Practical observations			8	12	5
Week 46	CPCCCA3028 Erect and dismantle formwork for footings and slabs on ground	Topic 1: Introduction to formwork Topic 2: Formwork Topic 3: Stripping the formwork Topic 4: Site clean up		4	16			5
Week 47			Assessment Task 1: Planning task Assessment Task 2: Practical task Assessment Task 3: Evidence collection			4	16	5
Week 48	CPCCCO201 3* Carry out concreting to simple forms	Topic 1: Introduction to concreting Topic 2: Formwork Topic 3: Reinforcement Topic 4: Stripping the formwork Topic 5: Site clean up		4	16			5
Week 49			Assessment Task 1: Knowledge test			8	12	5

			Assessment Task 2: Planning task Assessment Task 2: Practical task					
Week 50	Term Break							
Week 51	Term Break							
Week 52	Term Break							
<b>Term 5</b>	<b>CPC30220 Certificate III in Carpentry</b>							
Week 53	CPCCSF2004* Place and fix reinforcement materials	Topic 1: Introduction to reinforcement Topic 2: Preparing for placement of the reinforcement Topic 3: Placing and fixing reinforcement Topic 4: Site clean up		4	16			5
Week 54			Assessment Task 1: Knowledge test Assessment Task 2: Planning task Assessment Task 2: Practical task			8	12	5
Week 55	CPC CJN3003 Manufacture components for doors, windows and frames	Topic 1: Introduction Topic 2: Manufacturing components Topic 3: Site clean up		4	16			5
Week 56			Assessment Task 1: Knowledge questions			8	12	5

			Assessment Task 2: Planning task Assessment Task 3: Practical task					
Week 57	CPCCCA3003 Install flooring systems	Topic 1: Introduction to flooring systems Topic 2: Installing flooring systems		4	16			5
Week 58		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task		4	16		5
Week 59			Assessment Task 3: Practical task				20	55
Week 60	CPCCCA3004 Construct and erect wall frames	Topic 1: Introduction to wall frames Topic 2: Constructing and erecting wall frames		4	16			5
Week 61		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task		4	16		5
Week 62			Assessment Task 3: Practical task				20	5
Week 63	Term Break							
Week 64	Term Break							
Week 65	Term Break							
<b>Term 6</b>	<b>CPC30220 Certificate III in Carpentry</b>							

Week 66	CPCCCA3005 Construct ceiling frames	Topic 1: Introduction to ceiling frames Topic 2: Constructing ceiling frames		4	16			5
Week 67		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task		4	16		5
Week 68			Assessment Task 3: Practical task				20	5
Week 69	CPCCCA3006 Erect roof trusses	Topic 1: Introduction to roof trusses Topic 2: Erecting roof trusses Topic 3: Site clean up		4	16			5
Week 70			Assessment Task 1: Knowledge questions Assessment Task 2: Planning task Assessment Task 3: Practical task			4	16	5
Week 71	CPCCCA3007 Construct pitched roofs	Topic 1: Introduction to pitched roofs Topic 2: Constructing pitched roofs		4	16			5
Week 72		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task		4	16		5

Week 73			Assessment Task 3: Practical task				20	5
Week 74	CPCCCA3008 Construct eaves	Topic 1: Introduction to eaves Topic 2: Constructing eaves Topic 3: Site clean up		4	16			5
Week 75			Assessment Task 1: Knowledge questions Assessment Task 2: Planning task Assessment Task 3: Practical task			8	12	5
Week 76	Term Break							
Week 77	Term Break							
Week 78	Term Break							
<b>Term 7</b>	<b>CPC30220 Certificate III in Carpentry</b>							
Week 79	CPCCCA3010 Install windows and doors	Topic 1: Windows and doors Topic 2: Installing windows and doors Topic 3: Site clean up		4	16			5
Week 80			Assessment Task 1: Knowledge questions Assessment Task 2: Planning task Assessment Task 3: Practical task			8	12	5

Week 81	CPCCCA3017 Install exterior cladding	Topic 1: Exterior cladding Topic 2: Installing exterior cladding		4	16			5
Week 82		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task Assessment Task 3: Practical task			8	12	5
Week 83	CPCCCA3016 Construct, assemble and install timber external stairs	Topic 1: Introduction to stairs Topic 2: Constructing, assembling and installing stairs Topic 3: Site clean up		4	16			5
Week 84			Assessment Task 1: Planning task Assessment Task 2: Practical task			8	12	5
Week 85			Assessment Task 2: Practical task (continued)				20	5
Week 86	CPCCCA3012 Frame and fit wet area fixtures	Topic 1: Introduction to framing and fitting wet area fixtures Topic 2: Framing and fitting wet area fixtures		4	16			5
Week 87		Topic 3: Site clean up	Assessment Task 1: Planning task		4	16		



Week 88			Assessment Task 2: Practical task				20	
Week 89	Term Break							
Week 90	Term Break							
Week 91	Term Break							
<b>Term 8</b>	<b>CPC30220 Certificate III in Carpentry</b>							
Week 92	CPCCCA3014 Construct and install bulkheads	Topic 1: Introduction to bulkheads Topic 2: Constructing and installing bulkheads		4	16			5
Week 93		Topic 3: Site clean up	Assessment Task 1: Knowledge test Assessment Task 2: Planning task		4	16		5
Week 94			Assessment Task 3: Practical task				20	5
Week 95	CPCCCA3024 Install lining, panelling and moulding	Topic 1: Introduction to lining, panelling and moulding		4	16			5
Week 96		Topic 2: Installing lining, panelling and moulding		4	16			5
Week 97		Topic 3: Site clean up	Assessment Task 1: Knowledge questions Assessment Task 2: Planning task		4	16		5
Week 98			Assessment Task 3: Practical task				20	5
Week 99	CPCCCA3001 Carry out	Topic 1: Introduction to demolition		4	16			5

	general demolition of minor building structures	Topic 2: Step 1 – Planning and preparing Topic 3: Step 2 – Inspecting the worksite						
Week 100		Topic 4: Step 3 – Conducting the demolition Topic 5: Site clean up	Assessment Task 1: Knowledge test		16	4		5
Week 101			Assessment Task 2: Practical task				20	5
Week 102	Term Break							
Week 103	Term Break							
Week 104	Term Break							