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Introduction

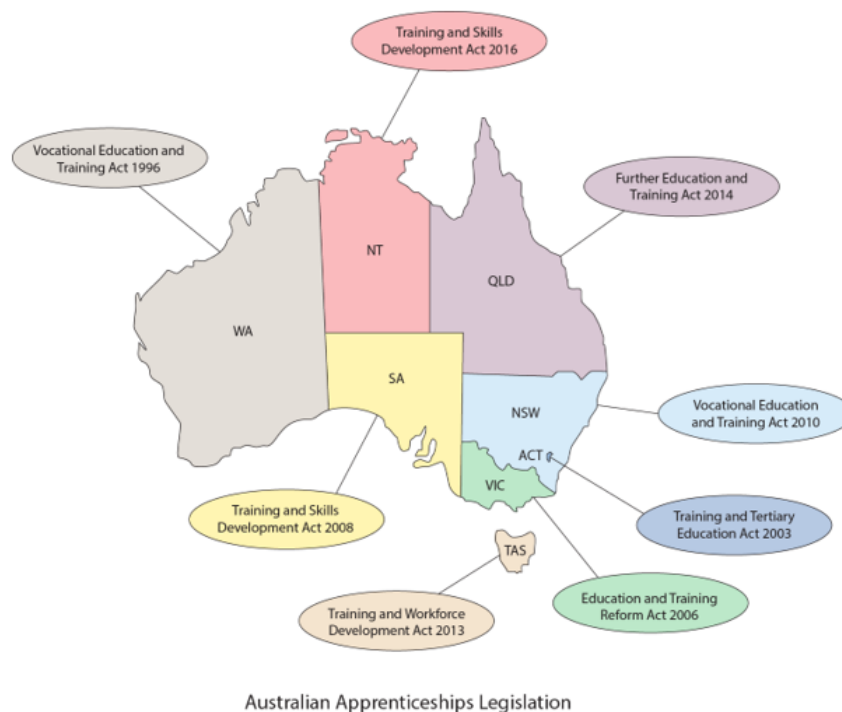
This topic is an induction/orientation program, designed to inform you of what you can expect, and what will be expected of you, as you progress through your apprenticeship/traineeship in the electrotechnology industry.

Apprenticeship/Traineeship Training Plans

In the majority of cases, the training undertaken to become qualified in the electrotechnology industry is undertaken as an Australian Apprenticeship or Traineeship. An apprenticeship/traineeship program combines structured training (off-the-job learning) with workplace experience (on-the-job learning), and leads to a National Qualification upon successful completion.

When a learner is accepted into an apprenticeship/traineeship, State/Territory legislation requires that a formal contract of training is agreed to and signed by both the employer and the learner (apprentice/trainee), and then approved by the applicable State/Territory Training Authority (STA). The training contract forms a legal foundation for the apprenticeship/traineeship.

The following diagram shows the applicable State and Territory legislation covering apprenticeships and traineeships in Australia.



Some of the items that must be agreed upon in a Training Contract include:

- Which National Qualification the learner is undertaking.
- The duration of the apprenticeship/traineeship.
- The responsibilities of each party entering into the contract.
- The on-the-job and off-the-job training arrangements.

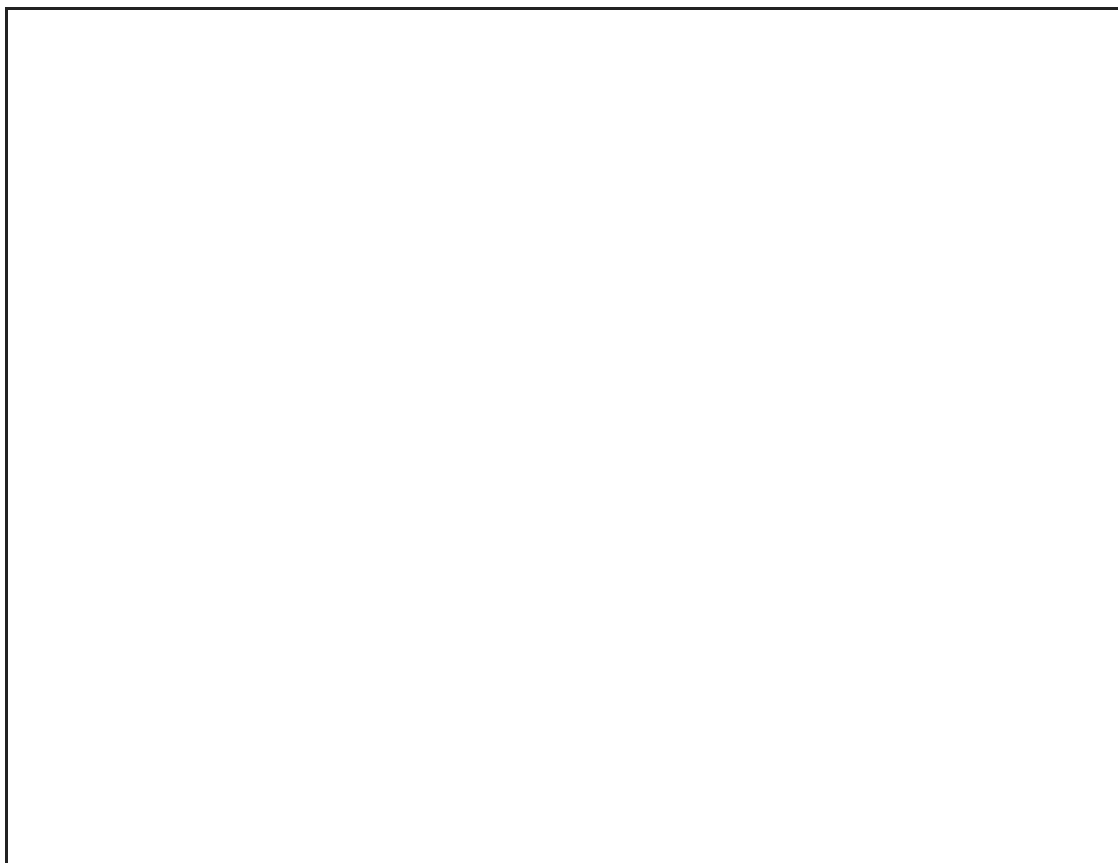
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After a training contract has been signed, a training plan is developed by the learner, the employer and the chosen Registered Training Organisation (RTO). The training plan must be signed by all three parties, to show that the following details have been agreed upon:

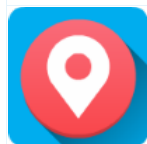
- The National Qualification being undertaken.
- The Competency Standard Unit (CSU) being undertaken.
- The training provider that will be responsible for issuing the National Qualification.
- Where, when and how the training and assessment activities will be carried out.
- A proposed time line for training and assessment activities.

Check your understanding of the content by clicking the link below then undertaking the activity.

[Load the Activity](#)



This learning activity consists of 5 parts designed to develop your understanding of apprenticeship/traineeship training contracts, including development of the training plan and relevant legislation and regulations.



[Topic 1.1 Learning Activity](#)



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Training Packages

Vocational education and training is broken up into several 'training packages', each designed to meet the needs of a particular industry. Each training package consists of a broad range of qualifications and their associated Competency Standard Units (CSUs). Some relevant examples are provided in the following table.

Training Package	Industry Sector	Career Examples	
		AQF Qualification	Occupation
UEP	Electricity Generation	Certificate III in ESI Generation – Operations	Plant Operator
UET	Electricity Supply	Certificate III in ESI – Power Systems – Distribution Overhead	Electrical Linesperson
UEE	Electrotechnology	Certificate III in Electrotechnology Electrician	Electrician

Each example given in the table is based around a Certificate III qualification, but qualifications also exist at higher and lower levels, to suit the different levels of expertise required by different job roles.

Qualification Structure

The Electrotechnology Industry covers a wide range of occupations, each of which requires workers to have a specific set of skills and knowledge. To address the needs of industry, a variety of qualifications have been designed to cover the capabilities required in different Industry sectors.

In order to achieve an Electrotechnology qualification, a number of core Competency Standard Units (CSUs) must be completed, and a number of Elective CSUs must be selected and completed.

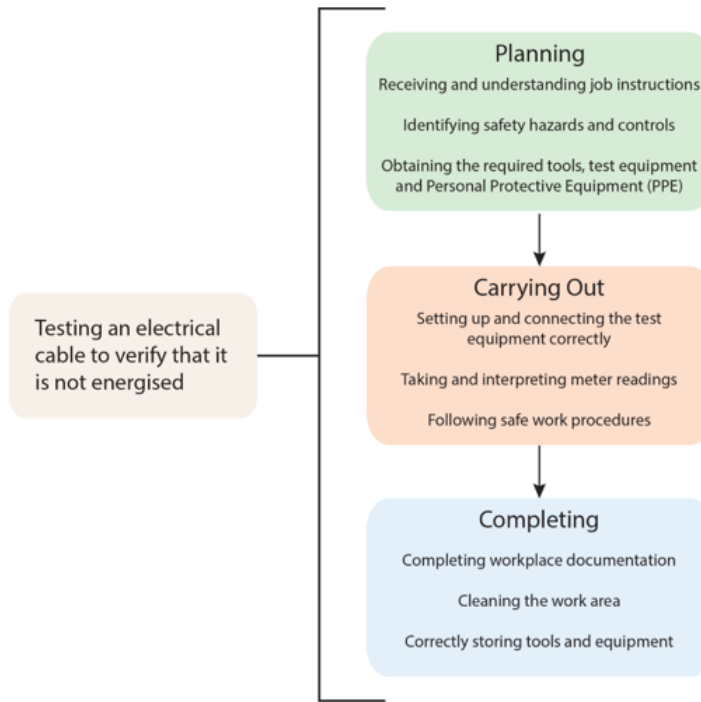
Electives are selected when the training plan is being developed, and should reflect the type of work to which the apprentice or trainee will be exposed in the workplace. The exact number of Electives required will depend upon the 'weighting' of each Elective chosen. The 'Packaging Rules' of a qualification lists the core CSUs required to be completed, and provides a schedule of Elective CSUs that can be chosen.

Qualification Packaging Rules and associated CSUs can be found by performing a basic search at <https://training.gov.au/Home/Tga>.

Competency Standard Units (CSUs)

CSUs describe a work task or function required by a particular job role. Electrotechnology units are usually arranged in a 'plan-do-complete' structure that states the criteria for performing the task at a competent level in the workplace.

As an example, consider an imaginary unit describing the work task of testing an electrical cable to verify that the cable is not energised. The 'performance criteria' for this unit might be structured as follows:



Assessment Requirements

Each CSU has specified 'Assessment Requirements', which are broken down into two main components:

- Performance requirements
- Knowledge requirements

Before an RTO assessor can deem a person competent in a particular unit, they must have evidence that the learner can demonstrate the specified performance, and has the specified knowledge.

The process used to see whether or not a learner has satisfied the assessment requirements of a particular unit is called 'assessment'.

Assessment can only be carried out by a suitably qualified 'assessor' and involves identifying, gathering and evaluating evidence. Based on the evidence, the assessor makes a judgement as to whether the learner is competent or not.

Evidence for Assessment

In vocational education and training, 'evidence' can be considered as anything that indicates whether a person has or has not achieved the requirements of a unit.

There are various methods of gathering evidence for assessment, such as:

- Learning activities, projects and assignments.
- Content quizzes and tests.
- Direct observation of you performing an on-the-job task.
- Third party reports of your abilities, provided by your employer or supervisor.
- Verbal questioning and technical interviews conducted by an assessor.
- Profiling and portfolios, i.e. keeping a log book of your work activities, either paper-based or through online data bases such as Exemplar Profiling.

For electrotechnology apprenticeships and traineeships, best practice dictates that at least 3 forms of evidence are used to determine competency.

Forms of Evidence	Typical Method of Evidence Collection
Knowledge Evidence	Unit Knowledge Test
Skills Evidence	Unit Skills Test
Work Performance Evidence	Electronic Profiling

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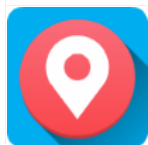
Note that the Exemplar Profiling tool has been specifically designed to provide a simple means of collecting workplace evidence. It is ultimately up to the RTO to set their own policy for evidence collection, assessment of evidence and deeming competence that satisfies the unit and the associated regulatory requirements.

Check your understanding of the content by clicking the link below then undertaking the activity.

[Load the Activity](#)



This learning activity consists of 5 parts designed to develop your understanding of electrotechnology qualifications and training requirements.



[Topic 1.2 Learning Activity](#)

In this skills practice, you will use the internet to access information about your chosen electrotechnology qualification.



[Topic 1.2 Skills Practice](#)



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Australian Apprenticeships/Traineeships

An Australian apprenticeship/traineeship training contract is a formal agreement that sets out legally binding obligations for those involved. These obligations are laid out in the Australian Government publication: 'The National Code of Good Practice for Australian Apprenticeships'.

There are four main parties that have roles and/or responsibilities in relation to an Australian apprenticeship/traineeship training contract, as shown in the following table.

Apprenticeship/Traineeship Training Contracts	
Parties	Roles/Responsibilities
Learner (apprentice / trainee)	<p>The responsibilities of the learner are to:</p> <ul style="list-style-type: none"> • Participate in the development of the training plan. • Attend and perform work in a professional and courteous manner. • Show respect for others in the workplace and for workplace property and resources (e.g. tools and materials). • Apply him or herself to the required on-the-job and off-the-job training. • Collect evidence of workplace performance and experience.
Employer	<p>The responsibilities of the employer are to:</p> <ul style="list-style-type: none"> • Participate in the development of the training plan. • Enrol the learner into a suitable RTO. • Provide a safe work environment that is free from bullying and harassment. • Advise learners of their rights and responsibilities in the workplace. • Provide opportunities for the learner to develop their knowledge and skills. • Provide supervision, on-the-job training, mentoring and support to assist the learner in achieving their competencies. • Maintain records of apprentice/trainee training. • Notify the applicable authorities upon completion of the Training Contract.
Registered Training Organisation (RTO)	<p>The responsibilities of the RTO are to:</p> <ul style="list-style-type: none"> • Participate in the development of the training plan. • Provide information and guidance to the employer and learner about the training and assessment requirements. • Verify that the employer has the capacity to adequately supervise and train the learner. • Provide the applicable training and assessment and maintain records of the learner's training. • Report periodically to the STA in relation to the learner's progression. • Issue the applicable qualification upon completion of all required training and assessment activities.

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State Training Authority (STA)	The role of State Training Authorities is to administer and monitor the apprenticeship/traineeship by: <ul style="list-style-type: none">• Administering government funding and incentives.• Providing guidance and support to learners, employers and RTOs.• Monitoring and maintaining learner training records.
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This learning activity consists of 3 parts designed to develop your understanding of the roles and responsibilities of apprentices/trainees, employers, RTOs and STAs under a contract of training.



Topic 1.3 Learning Activity



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Electrotechnology Careers

The Electrotechnology Industry covers a broad range of disciplines, and is constantly expanding and evolving as new technologies are developed and global attitudes towards energy usage change.

The Electrotechnology Industry can currently be divided up into seven primary areas, these are:

- Electrical
- Electronics and Communications
- Renewable/Sustainable Energy
- Refrigeration and Air Conditioning
- Instrumentation and Industrial Control
- Industrial Computer Systems
- Data and Voice Communications

Electrical

This area covers the installation, maintenance and repair of electrical systems, equipment and devices used to generate, transport and convert electrical energy into other forms of energy such as heat, light, mechanical, chemical.

Electronics and Communications

This area covers the installation, maintenance and repair of electronics systems, equipment and devices used for communications, entertainment and electro-medical applications.

Renewable/Sustainable Energy

This area covers the installation, maintenance and repair of systems, equipment and devices used to provide renewable/sustainable energy, monitor energy usage, and reduce reliance on non-sustainable energy.

Refrigeration and Air Conditioning

This area covers the installation, maintenance and repair of systems, equipment and devices used for the cooling of a space or its contents to a lower temperature than the ambient atmosphere (refrigeration), and the provision of clean air to an area at a controlled temperature and humidity (air conditioning).

Instrumentation and Industrial Control

This area covers the installation, maintenance and repair of systems, equipment and devices used in the measurement and control of process system data and parameters for industrial and commercial use.

Industrial Computer Systems

This area covers the installation, maintenance and repair of systems, equipment and devices used for processing, control, communications and storage of information. This includes personal computers, computer networks, peripherals, supervisory control and data acquisition systems, modems, bridges, servers, routers and automatic data capture equipment.

Data and Voice Communications

This area covers the installation, maintenance and repair of systems, equipment and devices used for the distribution of audiovisual and data between points of transmission and reception.

Career Paths

Career paths in the Electrotechnology Industry are made accessible via Australian Qualifications Framework (AQF) qualification levels:

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- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma/Associate Degree
- Degree

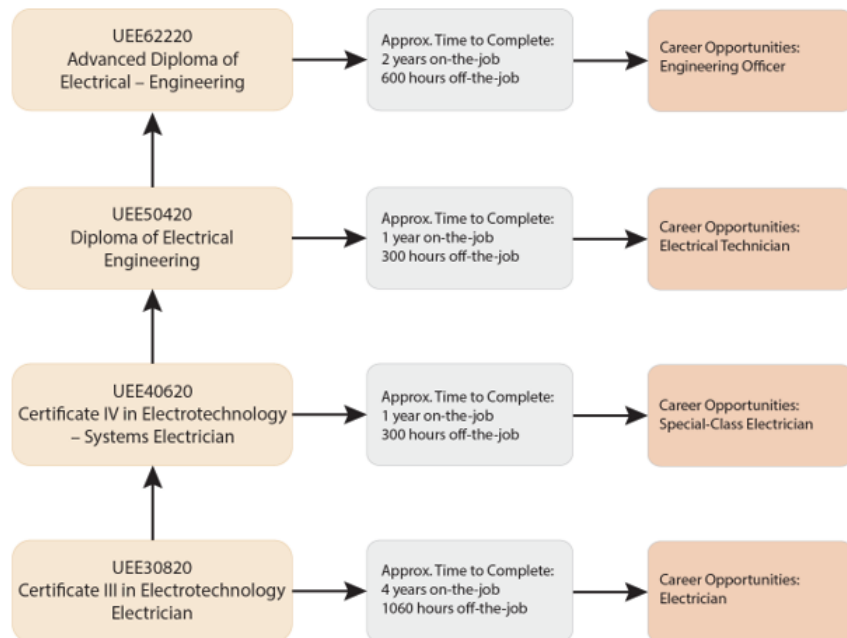
There are also higher level qualifications in the AQF, as shown in the following diagram:



There are a wide variety of qualifications contained in the electrotechnology industry training package to address the broad range of knowledge, skills, experience and expertise required to perform different functions in the industry. This means that after achieving a particular qualification, a learner has further opportunities to further progress down a variety of specialised career pathways.

Career Path – Example

The following diagram shows an example of an electrotechnology training pathway, in this case for an electrician to become an electrical engineering officer.



This learning activity consists of 2 parts designed to develop your understanding of the electrotechnology industry areas, careers and training pathways.



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Trade Unions

Trade unions represent the interests and industrial welfare of employees (workers) in the electrotechnology industry. They generally consist of a national chapter, as well as individual State/Territory chapters, and aim to support their members through:

- Provision of information, advice and assistance on industrial relations.
- Representation, bargaining and legal services.
- Training and development.
- Organizing and sponsoring industry events and forums.

Electrical Trades Union (ETU)

The primary union representing workers in the electrotechnology industry is the Electrical Trades Union (ETU), which has more than 70,000 members around Australia. The ETU actively performs the following essential functions within the industry:

- Advocates for improved wages and conditions.
- Campaigns for and promotes improved workplace safety.
- Promotes safety and social justice.
- Supports and provides training and education.
- Provides advice and represents workers in industrial relations matters.
- Provides variety of discounted services and offers from partner organisations.

Watch the following video.

Electrotechnology Employer Associations

Employer associations represent the interests of employers in the electrotechnology industry. The members of these associations are generally contractors who provide electrical services to customers.

The size of a contracting business can range from a single person operation in a small local region, to an organisation employing 100s of tradesmen, apprentices and other support staff, operating across several States and Territories. The vast majority of electrotechnology contractors in Australia are small businesses, for example, 2018 statistics suggest that approximately 70% of electrical contractors had fewer than 10 employees.

Role of Employer Associations

The role of employer associations is to represent the interests of their members by:

- Helping their members' business grow.
- Advocating and consulting with governments on their behalf.
- Ensuring the best interests of the industry and community are maintained.

Services to Members

Areas of service provided by employer associations, include:

- Providing information, advice and assistance.
- Legal services and representation.
- Negotiations and advice on industrial relations issues.
- Advice on work, health and safety.
- Commercial and contractual advice.
- Training and development programs.
- Organising and sponsoring industry events and forums.

The following table summarises some key information provided on the websites of two of the primary employer associations in the electrotechnology industry:

Electrotechnology Employer Associations	
National Electrical and Communications Association (NECA)	<p>Represents almost 5,000 electrical/communications contractors and employs almost <u>5,000 apprentices</u>. Key member benefits and services include:</p> <ul style="list-style-type: none"> • Advocacy on issues such as safety, training and helping small businesses. • Conferences and networking events. • Advice on technical, safety and industrial relations issues. • Apprentice and post-trade training and scholarships • Legal advice, assistance and representation.
Master Electricians Australia (MEA)	<p>Represents electrical contractors and aims to promote safety, excellence and confidence in the electrical industry. Key member benefits and services include:</p> <ul style="list-style-type: none"> • Advocate for safety, excellence, trust and confidence in the electrical industry. • Access to a selection of Australian Standards. • Advice on technical, safety and workplace relations issues. • Discounted conferences, events and training. • Discounted rates on services from partner organisations.
Air Conditioning & Mechanical Contractors' Association (AMCA)	<p>Represents businesses operating in the commercial heating, ventilation and air conditioning (HVAC) industry. Key member benefits and services include:</p> <ul style="list-style-type: none"> • Advocacy for a safe, prosperous, socially responsible and environmentally sustainable industry. • Alerts and briefings on current industry topics and affairs such as policy and regulatory changes. • National conference and other networking events. • Discounted training courses and workshops. • Advice on legal, human resources, workplace relations and workplace health and safety issues.

Watch the following videos.

Regulatory Bodies

Commonwealth and State/Territory Regulatory Bodies administer particular legislation and associated regulations. In practice, this typically involves:

- Monitoring, enforcing and reporting on compliance with legislation and regulations.

- Providing information and advice to industry and members of the public.
- Developing and publishing Industry Codes of Practice.
- Administering licenses, permits and registers.
- Carrying out investigations, audits, inspections and reviews.

Key regulations that apply to the electrotechnology industry include Electrical Safety and Compliance, and Workplace health and Safety.

Electrical Regulators

The following diagram shows the State and Territory Electrical Regulatory Bodies in Australia.



The role of Electrical Regulators is to ensure compliance with the applicable electrical safety regulations in their jurisdiction.

Regulators stipulate the minimum requirements for obtaining electrical licenses, such as the Electrician’s license and the Electrical Fitter license. They also play an active role in the development and continuous improvement of electrotechnology qualifications.

The Electrical Regulatory Authorities Council (ERAC) is a committee of electrical regulatory bodies that has the goal of creating a uniform regulatory environment across all States and Territories.

Other Industry Regulatory Bodies

Some other electrotechnology regulatory bodies are described in the following table.

Other Industry Regulatory Bodies

Australian Refrigeration Council (ARC)	<p>ARC is the peak body for the refrigeration and air conditioning industry in Australia. The activities of ARC include:</p> <ul style="list-style-type: none"> • Administering refrigerant handling licences and refrigerant trading authorisations. • Providing technical advice and regulatory assistance. • Promoting training quality and preparing technicians for future technologies. • Assisting ARC-licensed businesses through a variety of services and promotional materials.
Australian Communications and Media Authority (ACMA)	<p>The ACMA is a government agency, responsible for the regulation of broadcasting, the internet, radio-communications and telecommunications. The ACMA's responsibilities include:</p> <ul style="list-style-type: none"> • Monitoring the performance of telecommunications service providers (e.g. Telstra, Optus, Vodafone etc.). • Supporting the development of technical standards and industry codes of practice. • Overseeing the cabling registration system (licensing for telecommunications cabling work). • Conducting compliance inspections of telecommunications cabling work. • Providing technical and regulatory advice.

Workplace Health and Safety Regulators

The following diagram shows the State and Territory Workplace Health and Safety Regulatory Bodies in Australia.



Australian Workplace Health & Safety Authorities

The role of Workplace Health and Safety Regulators is to ensure compliance with the applicable Work Health and Safety (WHS)/Occupational Health and Safety (OHS) regulations in their jurisdiction. This typically involves activities such as providing advice and assistance, carrying out workplace safety inspections, investigating workplace safety incidents, and administering licenses/registrations for some types of dangerous work.

Safe Work Australia is the Commonwealth Workplace Health and Safety Regulator. The role of Safe Work Australia is to work towards harmonizing WHS/OHS policy, provide information and guidance, conduct research, and publish model Acts, Codes of Practice and other documents.

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[Load the Activity](#)

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The Australia Qualification Framework (AQF)

The Australian Qualification Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive framework.

The AQF groups qualifications into three educational sectors:

- School education (primary and secondary education).
- Vocational education and training (VET).
- Higher education (university).

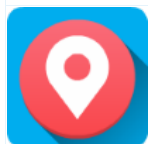
Vocational Education and Training (VET)

The VET sector provides learners with the necessary knowledge and skills to work in an industry. VET is a 'competency-based' system, which means it centres on the application of skills in the workplace.

Vocational training is facilitated by Registered Training Organisations (RTOs), often in conjunction with employers. There are a wide variety of publicly and privately owned RTOs currently operating in Victoria. Particular RTOs often specialize in the delivery of particular qualifications.

The Australian Skills Quality Authority (ASQA) is the regulatory body that oversees education and training in Australia.

This learning activity consists of 8 parts designed to develop your understanding of the various organisations and representative bodies in the electrotechnology industry including unions, employer associations and relevant regulatory bodies.



[Topic 1.5 Learning Activity](#)

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RTO Policies

Every Registered Training Organisation (RTO) will have a set of enterprise policies that states their values, rules and guidelines in relation to various different operational scenarios. It is important to familiarise yourself with the policies of your RTO, as these policies will inform you about what to expect from your RTO, as well as what your RTO will expect of you. For example, your RTO may have a policy that electrotechnology learners who turn up to attend class without steel-capped boots will be sent home.

The specifics of enterprise policies vary between organisations, but all RTOs will generally have a range of policies that address the following areas:

- Health and safety
- Equal opportunity
- Discrimination and harassment
- Attendance
- Personal conduct
- Assessment
- Recognition of Prior Learning (RPL)
- Privacy
- Discipline
- Fees, charges and refunds
- Complaints and disputes

In this skills practice, you will familiarise yourself with the policies and procedures of your RTO. You will need access to your RTOs policies and procedures manual, so ask your teacher/trainer for further details about how to proceed.



[Topic 1.6 Skills Practice](#)



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Learner Discipline Policy

Every Registered Training Organisation (RTO) has a set of Discipline policies and procedures that specify the rights and responsibilities of learners, and the types of penalties that can be imposed for breaches of these responsibilities.

Typical issues that will be addressed in RTO Discipline policies and procedures include:

- The need to follow safety practices and instructions
- Plagiarism, collusion and cheating
- Treatment of staff and other students
- Harassment and bullying
- Threatening behaviour and assault
- Damage, theft and misuse of RTO property
- Swearing, spitting and littering
- Smoking
- Alcohol and drugs
- Food and drinks in classrooms and other learning areas
- Disruptive behaviour in classrooms and other learning areas
- Mobile phones, pagers or other electronic devices in classrooms and other learning areas
- Possession of weapons or other prohibited items

Types of penalties incurred for breaches of discipline can typically include:

- A reprimand
- A fine
- Payment of compensation
- Exclusion from the use of facilities
- Probation/set conditions for future behaviour
- Suspension
- Expulsion

In this skills practice, you will familiarise yourself with your RTO's discipline policies and procedures. You will need access to your RTOs policies and procedures manual, so ask your teacher/trainer for further details about how to proceed.



Topic 1.7 Skills Practice



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RTO Attendance

Participation in training and assessment sessions is fundamental to the development of competency, and as discussed earlier, is an obligation of the learner under a Training Contract. This means that attending all classes at the training centre is very important.

Attendance of learners, as well as any lost time (late to class or leaving early) for each class, will be formally documented by your teacher/trainer /assessor. Under an Australian Apprenticeship training contract, the employer is paying the learner for attending classes, and so it's in their interests to be kept informed of attendance. It has therefore become common place for RTOs to inform employers of non-attendance or substantial lost time.

Every Registered Training Organisation (RTO) has a set of policies and procedures relating to learner attendance. Typical issues that will be addressed in these policies and procedures include:

- Arriving late
- Leaving early
- Notification of non-attendance

In this skills practice, you will familiarise yourself with your RTO's attendance policies and procedures. You will need access to your RTOs policies and procedures manual, so ask your teacher/trainer for further details about how to proceed.



[Topic 1.8 Skills Practice](#)



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Health and Safety at the RTO

Every Registered Training Organisation (RTO) has a set of Workplace Health and Safety (WHS) policies and procedures that require those on RTO premises to conduct themselves in a safe and proper manner.

Typical issues that will be addressed in WHS policies and procedures include:

- Dress regulations.
- Long hair, beards and jewellery.
- Moving machinery.
- Personal Protective Equipment (PPE).
- Injuries and First Aid.
- Mobile phones and personal belongings.

In this skills practice, you will familiarise yourself with your RTO's WHS policies and procedures. You will need access to your RTO's policies and procedures manual, so ask your teacher/trainer for further details about how to proceed.



Topic 1.10 Skills Practice



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Entry Requirements

Electrotechnology Industry occupations generally require workers to be able to interpret a range of technical symbols, specifications and data in the English language, as well as solve problems and perform a range of mathematical computations, with and without the use of a calculator.

Minimum recommended levels of Language, Literacy and Numeracy (LLN) indicate the types of reading, writing and numerical skills required to complete an Electrotechnology qualification. To ensure a learner is suitably prepared to cope with the requirements of completing a qualification, they should undertake LLN testing prior to commencement.

Examples of typical numeracy tasks that may need to be performed in Electrotechnology occupations include:

- addition, subtraction, multiplication and division of decimals
- squares and square roots of decimals
- addition, subtraction, multiplication and division of fractions
- using correct order of operations to solve problems having multiple elements
- application of scales
- estimation
- using tables and graphs to solve problems and represent data
- interpreting plans
- application of scientific notation in problem solving
- transposition
- solving problems using Pythagoras' Theorem
- solving problems using trigonometry
- identification of spatial relationships

Examples of typical reading tasks that may need to be performed in Electrotechnology occupations include:

- reading, interpreting and extracting information from technical drawings, diagrams and manuals
- reading and comprehending instructions provided in written and diagrammatic formats

Examples of typical writing tasks that may need to be performed in Electrotechnology occupations include:

- writing a simple account of an activity
- writing instructions of how to perform a simple activity
- filling out forms and completing workplace documentation
- using word processing programs on a computer to produce texts
- using search engines on a computer to locate information

RTOs will have specific policies and procedures for assessing the LLN capabilities of a learner prior to commencing a qualification. The E-Oz Readiness Assessment (RA) is specifically designed to identify whether a learner has the recommended level of LLN for entry into the Certificate III in Electrotechnology Electrician.

A learner that fails to demonstrate the minimum recommended LLN levels may still attempt a qualification. Where this is the case, the RTO should provide the learner with tutorial assistance in an effort to help them achieve 'readiness'.



Note: In order to complete the knowledge and skills component of this subtopic, you will need to obtain and familiarise yourself with your RTO

Language, Literacy and Numeracy policies and procedures.

This learning activity consists of 3 parts designed to develop your understanding of the typical language, literacy and numeracy requirements for electrotechnology qualifications and training.



Topic 1.11 Learning Activity

In this skills practice, you will undertake a 'Readiness Assessment' (RA) designed to assess the level of Language, Literacy and Numeracy (LLN) applicable to your selected qualification.



Topic 1.11 Skills Practice



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RTO Orientation

During an RTO Orientation Program, a tour of the training college/campus/centre should be conducted to make you aware of relevant locations, such as:

- Classrooms
- Electrotechnology laboratory rooms
- Electrotechnology installation facilities
- Workshop
- Store rooms
- Washrooms
- Toilets
- Learner meal room
- Teacher/trainer offices
- Administration area
- Car parking
- Evacuation meeting point

In this skills practice, you will undertake a tour of your RTOs facilities. Ask your teacher/trainer for further details on how to proceed.



[Topic 1.12 Skills Practice](#)

Undertaking the following topic quiz will help you develop your understanding of the Australian apprenticeship/traineeship system, associated qualifications, training requirements, and industry organisations.



[Topic 1 Content Quiz](#)



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Introduction

The purpose of vocational training is to develop the ability of a learner to perform tasks required for a specific job role. This means that performing tasks in 'real-world' workplace conditions is essential for demonstrating competence.

Whilst simulated evidence gathering events (e.g. knowledge tests and skills tests) provide single samples of a learner's capability under simulated conditions, i.e. at the RTO, however they cannot indicate the learner's competency development, work experience or ability to perform under real workplace conditions. Therefore before an informed assessment of competence can be made, sufficient 'workplace evidence' must be collected that supports the assessment decision.

In this topic you will learn about the requirements and procedures for gathering, monitoring and evaluating evidence of workplace performance and experience.

Workplace Evidence Collection

Workplace evidence can be collected and recorded in a variety of ways, as shown in the following table.

Workplace Evidence Collection	
Method	Description
Paper-based logbooks	This method requires the learner, with the assistance of his or her supervisor, to periodically complete record sheets relating to specific Work Performance components being undertaken. Record sheets must be signed off by the supervisor and are submitted to the RTO assessor at regular intervals for evaluation, monitoring and feedback.
Electronic profiling and e-logbooks	<p>Profiling is an integrated system for the collection, verification, submission and collation of workplace evidence data. Evidence is collected by completing a weekly profiling 'card' that provides a template for identifying relevant information.</p> <p>Profiling cards are either completed in paper-form (electronic profiling), or online (e-logbook). If paper-based cards are used, the student must arrange for his/her supervisor to physically sign-off each card prior to submission. If an e-logbook is used, the supervisor uses a secure log-in to electronically verify the data entered by the learner.</p> <p>Upon submission, data from profiling cards is stored in a database. A variety of reports can then be produced for monitoring and review of the learner's progress.</p> <p>'Exemplar Profiling' is an example of the most current and up-to-date industry approved e-logbook systems.</p>

Work performance portfolios	<p>This method is generally only used by experienced workers seeking to become qualified based on prior learning and experience. A range of documentation and other evidence from the workplace must be collected and collated into the portfolio. The evidence must indicate the learner has met the requirements of the applicable Work Performance components. Types of evidence typically included in work performance portfolios include:</p> <ul style="list-style-type: none"> • Certificates of attainment • Letters of reference/testimonials • Supervisor reports • Letters of employment/appointment • Time sheets and payslips • Work diaries • Job safety/hazard analysis • Job sheets, work orders and job cards • Service/maintenance reports and logs • Drawings/plans of completed works • Photographic and video evidence
Formal workplace assessments	<p>This method involves having a workplace assessor directly observe the learner performing tasks in the workplace. Due to expense, time and logistical constraints, this method is typically only used to fill in gaps that may exist in other forms of workplace evidence.</p>

Your Registered Training Organisation (RTO) will provide you with detailed information and advice about recommended/preferred methods of collecting workplace evidence, as well as any applicable policies and procedures.

Aspects of Workplace Evidence

In order to ensure that work evidence is useful to an assessor in making a determination of achievement, it must explicitly address the following items:

- Areas of work in which experience has been gained.
- Duration of exposure to the work areas.
- Types of equipment on which the work was undertaken.
- Elements of performance demonstrated (plan, carry out, complete).
- Level of support and supervision received.

Types of Work Areas

The areas of work undertaken must be recorded to indicate whether or not the learner has experience performing the required tasks.

For example, some of the work areas used in the Exemplar Profiling system for various electrotechnology qualifications include:

- Terminate LV Cables and Conductors
- Install / Fabricate LV Wiring Systems and Supports
- Install LV Appliances and Accessories
- Maintain / Repair LV Circuits and Equipment
- Test / Verify LV Circuits and Equipment

Duration of Exposure

The duration of exposure indicates the amount of experience accumulated by the learner in the different work areas. This acts as a valuable indicator of a learner's progression through different areas of work performance, and is closely monitored to ensure that a learner is being provided with adequate opportunities to undertake the required range of work. Durations are recorded as a number of hours assigned to each different type of work task.

Types of Equipment

Each unit of competency specifies a particular context of conditions for performance, including various types of equipment. A record of the different types of equipment on which work activities are undertaken indicates the degree to which the learner has satisfied these requirements.

As an example, the range of equipment specified in the Exemplar Profiling work area 'Terminate LV Cables and Conductors' is shown below:

Exemplar Profiling – Terminate LV Cables and Conductors	
Cable Type	Circuit Type
<ul style="list-style-type: none"> • Flat sheathed (TPS) • Circular sheathed (TPS) • Fire performance • Screened • Armoured • Aerial 	<ul style="list-style-type: none"> • Consumer main – overhead • Consumer main – underground • Submain • Final subcircuit – single phase • Final subcircuit – three phase • Auxiliary (e.g. sensor / control)
Conductor Type	Terminal Type
<ul style="list-style-type: none"> • Aluminium • Copper • Flexible 	<ul style="list-style-type: none"> • Screw terminal • Stud terminal • Tunnel terminal

These items allow the learner to record specific details regarding the type of cable and conductor that was terminated, the purpose of the cable (i.e. circuit type), and the type of terminal that was terminated to. This particular work area addresses several units, but is primarily aligned to the unit *UEEEL0023 Terminate cables, cords and accessories for low voltage circuits.*

Elements of Performance

The elements of performance indicate the degree to which a learner has participated in the work tasks. Levels of learner participation will change over time as skills and confidence develop. There are three elements of performance, these are:

- Planning the task
- Carrying out the task
- Completing the task

The Exemplar Profiling system provides a range of 'activities' to allow learners to record the elements of performance demonstrated, as shown below:

Exemplar Profiling – Activities	
Element	Range
Plan	<ul style="list-style-type: none"> • Hazard / risk assessment • Interpret drawings / documentation • Select wiring / equipment • Obtain tools / materials
Carry Out	<ul style="list-style-type: none"> • Measure and mark out • Follow safe work procedures • Environmental / sustainable practices • Deal with unplanned events
Complete	<ul style="list-style-type: none"> • Clean up / store materials • Update drawings / documentation • Notify supervisor • Report / respond to workplace incident

Supervision and Support

Levels of supervision and support received by a learner whilst undertaking work indicates the level of autonomy/independence with which the task is performed. There are three levels of supervision, as shown in the following table.

Supervision and Support

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Level	Meaning
Direct / Constant	<p>The supervising tradesperson is:</p> <ul style="list-style-type: none"> • Making sure that you are undertaking your work correctly. • Ensuring that you are safe from any hazards. • Assisting you (or vice versa) throughout the duration of the work.
General / Intermittent	<p>The supervising tradesperson is:</p> <ul style="list-style-type: none"> • Allowing you more scope to work without intervention. • Checking on you and/or providing some assistance from time to time. • Providing guidance as to the correct methods and practices.
Broad / Minimal	<p>The learner is:</p> <ul style="list-style-type: none"> • Working independently and to the required standard. • Receiving very little or no assistance from the supervising tradesperson. <p>The supervising tradesperson is only checking your work upon completion to verify it is correct, compliant and electrically safe.</p>

Levels of supervision and support received by learners will vary over time as their proficiency in certain work areas develops, and as they are exposed to new types of work.

This learning activity consists of 4 parts designed to develop your understanding of workplace evidence, including methods of collection and aspects of evidence.



Topic 2.1 Learning Activity



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Roles and Responsibilities

Under a training contract, the employer, Registered Training Organisation (RTO) and learner all have roles and obligations in relation to the collection, verification, submission, monitoring and evaluation of workplace evidence.

Work Performance – Roles and Responsibilities	
Party	Roles and Responsibilities
Learner	<ul style="list-style-type: none"> • Perform work duties, following the employer's directions. • Document work activities accurately and honestly using an approved method of evidence collection. • Submit workplace evidence at regular intervals. • Participate in evidence monitoring/review processes as per the RTO's policy/procedures.
Employer	<ul style="list-style-type: none"> • Provide direction, training and supervision to the learner in the workplace. • Provide suitable opportunities for the learner to develop the necessary work skills. • Verify (sign-off) the legitimacy and accuracy of the learner's workplace evidence records.
Registered Training Organisation (RTO)	<ul style="list-style-type: none"> • To receive and manage the learner's workplace evidence. • To monitor the learner's progress by periodically reviewing workplace evidence (typically once every three months). • To report on learner progress and develop strategies to maintain and enhance the learner's development in consultation with the learner and the employer. • Assess the learner's achievement against the required outcomes.

It should be noted that the act of collecting and submitting workplace evidence does not automatically satisfy the criteria of a unit. When a supervisor signs-off a piece of workplace evidence, they are verifying the authenticity of the evidence only. It is the role of a suitably qualified assessor to determine whether or not a learner has achieved the required outcomes.

Periodic Monitoring/Evaluation

Workplace evidence records and reports must be periodically evaluated (at least once every three months) by an RTO assessor to monitor the following key elements:

- The learner's participation (i.e. regular submission of evidence).
- The quality of the submitted evidence.
- The learner's progress against the relevant benchmarks.

The process involves a 'desk-top' review of the learner's workplace evidence records and reports, which is then discussed with the learner, and if necessary with the employer.

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Learner Participation

The learner's participation is evaluated by reviewing how regularly the learner has been collecting and submitting evidence. If the learner has failed to submit evidence for a certain period, then this will be noted and investigated.

Evidence Quality

In order to be of adequate quality, evidence must be evaluated to verify that it satisfies the four 'Rules of Evidence', as described in the following table.

Rules of Evidence	
Sufficient	The evidence should indicate an amount of experience that could be reasonably expected for the stage of training.
Valid	The evidence should relate to the applicable units of competency.
Authentic	The evidence should be verified by the supervising tradesperson, and be representative of the learner's particular industry and stage of training.
Current	The evidence should describe work activities that have been carried out recently, so that the achievements indicated are applicable at the time of review.

Learner Progress

Workplace evidence data must be evaluated to determine whether the learner is gaining an appropriate level and range of experience for the given stage of training. Specific factors that are examined include:

- Exposure to necessary work areas.
- Experience with an adequate range of equipment.
- Appropriate levels of participation.
- Suitable levels of supervision and support.

Outcomes of Periodic Reviews

Upon completion of periodic reviews, the outcomes and any required strategies for improvement are documented and communicated to the learner and employer. The following table describes the types of issues that can be identified from periodic work performance evaluations.

Work Performance Issues	
Issue	Strategies for Improvement
Poor Learner Participation	<p>If it is found that a learner has not been submitting evidence (e.g. profiling cards) on time, disciplinary action is likely to be taken. In some circumstances, outstanding evidence may not be accepted, effectively extending the time needed to complete the training.</p> <p>Employer and RTO policies for the collection and submission of workplace evidence will indicate specific expectations and penalties. In general, it is poor practice for a learner to be more than 4 weeks behind in the submission of workplace evidence.</p>

Insufficient Exposure to Work Tasks	<p>If the learner is not receiving the necessary exposure in the workplace, the RTO will discuss strategies for improvement with the employer and the learner.</p> <p>This type of scenario can sometimes be easily remedied by moving the learner to a different job site or into a different department/division within the company.</p> <p>In some cases, electrical contractors working in different fields form agreements that involve the temporary exchange of apprentices/trainees to ensure the required range of experience is obtained.</p>
Inconsistencies and Anomalies	<p>Inconsistencies or anomalies in a learner's evidence will be investigated with the learner and employer.</p> <p>In the event that a lack of understanding has resulted in inaccuracies, the learner will be provided with further guidance and may be required to resubmit evidence for certain periods.</p> <p>In the even that fraudulent evidence is knowingly submitted, the evidence will be deemed invalid and severe penalties may apply.</p>

Disputes

Where disputes or complaints arise in relation to workplace evidence, State/Territory Training Authorities (STAs) may be contacted to arbitrate between the parties concerned.

Where personal hardship or other issues prevent a learner from fulfilling their responsibilities, assistance should be sought from the RTO and/or STA, and avenues of appeal are available in the case that penalties have already been imposed.

This learning activity consists of 7 parts designed to develop your understanding of how to collect workplace evidence and interpret profiling reports.



Topic 2.2 Learning Activity

In this skills practice, you are required to complete pseudo workplace profiling records based on provided work diary entries, and interpret pseudo profiling reports.



Topic 2.2 Skills Practice

Undertaking the following topic quiz will help you develop your understanding of workplace evidence collection, documentation, reporting and verification.



Topic 2 Content Quiz



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Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.2
Skill Practice Name:	Access Training Package Content

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.2

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.2: Access Training Package Content

Task:

To use the internet to access the Electrotechnology Training Package, and locate information about your selected qualification and associated Competency Standard Units (CSUs).

Objectives:

At the completion of this skills practice, you should be able to:

- Use the internet to access Vocational Education and Training (VET) information.
- Locate the Electrotechnology Industry Training Package.
- Identify the core Competency Standard Units (CSUs) of your selected qualification.
- Identify suitable elective Competency Standard Units (CSUs) to satisfy the packaging rules of your selected qualification.

Topic Skills Practice 1.2

1. Planning the Skills Practice

1.1 Prepare to Use the Internet

1.1.1 Your task is to access the National Register of Vocational Education and Training (VET), in order to extract information regarding the course of training you are undertaking.

You will need to obtain the following items before you are able to carry out this skills practice:

- Access to a computer that is connected to the internet
- Pens/Pencils

2. Carrying Out the Skills Practice

2.1 Access Training Package Information

2.1.1 Open an internet browser on your computer and navigate to the following website:

www.training.gov.au

2.1.2 Select the 'National Register of VET' link, to be redirected to the appropriate web address.

2.1.3 Use the website search engine to locate the latest version of the Electrotechnology Training Package. Record details of the Training Package by completing the table below:

Electrotechnology Training Package		
Training Package Code	Current Release	Training Package Developer




2.1.4 Use the information on the Training Package page to identify the qualification in which you are enrolled. Navigate to the current version of the qualification, and then record details of the qualification by completing the following table:

Electrotechnology Qualification		
Qualification Name	Qualification Code	Current Release

Topic Skills Practice 1.2

2.1.6 Identify a suitable combination of elective Competency Standard Units (CSUs) that could be completed in order to attain the qualification, in accordance with the Qualification Packaging Rules, and record details in the following table:

Qualification – Elective Units		
Code	Name	Weighting
Total:		

	 Feedback Have your teacher/trainer check your work	Teacher/Trainer Initials and Date <hr style="border: 0; border-top: 1px solid black;"/>	
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Topic Skills Practice 1.2

3. Completing the Skills Practice




3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. List six types of work performed by an electrotechnology worker in your chosen field.

2. What is the number of nominal training hours associated with undertaking your qualification at your Registered Training Organisation (RTO)?

3. Explain when elective units are chosen, and what factors should be considered when selecting elective units.

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.6
Skill Practice Name:	RTO Operations and Procedures

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.6

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.6: RTO Operations and Procedures

Task:

To identify and extract information from the policies and procedures of your nominated Registered Training Organisation (RTO), to gain an understanding of relevant RTO operations.

Objectives:

At the completion of this skills practice, you should be able to:

- Understand the RTO policies and procedures for standard operations applicable to training and assessment services.
- Identify the training practices employed at the RTO.
- Identify the administrative requirements and costs applicable to apprentice training and assessment at the RTO.
- Identify the support services that are available at the RTO.
- Identify the responsibilities of the learner in relation to undertaking training and assessment sessions at the RTO.
- Identify the responsibilities of teachers, trainers and assessors in relation to the delivery of training and assessment sessions at the RTO.
- Identify the off-job assessment requirements for the qualification at the RTO.
- Identify the policies and procedures that apply in the case that a learner is absent from an off-job assessment event at the RTO.
- Identify the RTO procedures to apply for a review of assessment outcomes.
- Identify the RTO procedures to apply for Recognition of Prior Learning (RPL).




Topic Skills Practice 1.6

1. Planning the Skills Practice

1.1 Obtain RTO Operational Policies and Procedures

1.1.1 Obtain and familiarise yourself with the policies and procedures of your Registered Training Organisation (RTO) that are applicable to the following issues:

- Training practices
- Administration and costs
- Support services
- Learner requirements and responsibilities
- Teacher, trainer and assessor requirements and responsibilities
- Assessment
- Recognition of Prior Learning (RPL)

	 <i>Feedback</i>	Have your teacher/trainer verify your participation.	Teacher/Trainer Initials and Date	

2. Carrying Out the Skills Practice

2.1 Interpret RTO Operational Policies and Procedures

2.1.1 Answer the following questions to demonstrate that you have an understanding of the primary policies and procedures applicable to undertaking your qualification at the chosen RTO.

1. What are the fees associated with your training and assessment at your RTO, and who is responsible for payment?

2. Briefly explain the process for obtaining any required learning resources (e.g. workbooks, textbooks, stationary etc.) at your RTO.

Topic Skills Practice 1.6

3. What types of training methods will be used by your RTO to impart the knowledge and skills in the applicable Competency Standard Units (CSUs)?

4. What methods will be used by your RTO to collect the workplace evidence required by your qualification?

5. List the items that learners are typically required to bring to training and assessment sessions at your RTO skills centre.

6. What are the expectations and requirements for work submitted by learners at your RTO?

Topic Skills Practice 1.6

7. What are the responsibilities of your teachers, trainers and assessors in relation to delivering training and assessment sessions at your RTO skills centre?

8. What methods/types of assessments are learners required to undertake in order to demonstrate achievement of qualification outcomes at your RTO?




9. Briefly explain the procedure that a learner must follow in the case that they miss an assessment event.

10. What types of learner support services are available at your RTO?

Topic Skills Practice 1.6

11. Briefly explain the process to apply for Recognition of Prior Learning (RPL) at your RTO.

12. Briefly explain how to apply for a review of an assessment outcome at your RTO.




	 <i>Feedback</i>	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

3. Completing the Skills Practice

3.1 Skills Practice Review Questions

3.1.1 Answer the following question after you have successfully completed Section 2.

1. Who should you speak to if you don't understand an RTO policy or procedure, or if you have a question about any of the issues addressed in this skills practice?

	 <i>Feedback</i>	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.7
Skill Practice Name:	RTO Discipline Policy

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.7

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.7: RTO Discipline Policy

Task:

To identify and extract information from the discipline policies and procedures of your nominated Registered Training Organisation (RTO).

Objectives:

At the completion of this skills practice, you should be able to:




- Understand the RTO policies and procedures for discipline.
- Identify the rights of learners undertaking training and assessment sessions at the RTO.
- Identify the responsibilities of learners undertaking training and assessment sessions at the RTO.
- Identify the penalties that can apply to learners for breach of discipline at the RTO.

Topic Skills Practice 1.7

1. Planning the Skills Practice

1.1 Obtain RTO Discipline Policies and Procedures

1.1.1 Obtain and familiarise yourself with the discipline policies and associated procedures of your Registered Training Organisation (RTO).

	 <i>Feedback</i>	Have your teacher/trainer verify your participation.	Teacher/Trainer Initials and Date	

2. Carrying Out the Skills Practice

2.1 Interpret RTO Discipline Policies and Procedures




2.1.1 Answer the following questions to demonstrate that you have an understanding of the discipline policies and procedures at your RTO.

1. Briefly outline your rights as a learner under your RTO disciplinary policies and procedures (e.g. to be treated fairly).

Topic Skills Practice 1.7

2. Briefly outline your responsibilities as a learner under your RTO disciplinary policies and procedures (e.g. to treat others fairly).

3. What types of penalties can apply for a breach of discipline at your RTO?

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date 
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Topic Skills Practice 1.7

3. Completing the Skills Practice

3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. Who should you speak to if you don't understand the RTO disciplinary policies, or if you have a question about any of the issues addressed in this skills practice?

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.8
Skill Practice Name:	RTO Attendance Documentation

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.8

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.8: RTO Attendance Documentation

Task:

To complete the enterprise documentation of your Registered Training Organisation (RTO) related to attendance at off-job training and assessment sessions.

Objectives:

At the completion of this skills practice, you should be able to:

- Understand your RTO policies and procedures relating to attendance at training and assessment sessions.
- Complete RTO documentation applicable to attendance at training and assessment sessions.
- Complete RTO documentation applicable to late arrival at training and assessment sessions.
- Complete RTO documentation applicable to early departure from training and assessment sessions.
- Complete RTO documentation applicable to absence from training and assessment sessions.
- Identify the importance of attending off-job training and assessment sessions.

Topic Skills Practice 1.8

1. Planning the Skills Practice

1.1 RTO Policies and Procedures

1.1.1 Obtain and familiarise yourself with the policies and procedures applicable to attendance at your Registered Training Organisation (RTO).

1.1.2 Obtain the following items before continuing to carry out this skills practice:

- RTO forms applicable to attendance at training and assessment sessions
- RTO forms applicable to absence from training and assessment sessions
- RTO forms applicable to late arrival at training and assessment sessions
- RTO forms applicable to early departure from training and assessment sessions
- Pens/Pencils




2. Carrying Out the Skills Practice

2.1 Complete RTO Documentation

2.1.1 Identify the RTO procedures that need to be followed in each of the following scenarios, and record details in the table.

Scenario	Applicable RTO Forms	Submitted To:
Arriving to a training session on-time and attending for the duration of the session		
Arriving late to a training session due to sleeping through your alarm		
Leaving early from a training session to attend a medical appointment		
Being absent from an assessment session		

2.1.2 Fill out each of the RTO forms to suit each attendance scenario.

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice 1.8

3. Completing the Skills Practice




3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. Explain why it is important to attend training sessions at your RTO.

2. Explain why it is important to attend assessment sessions at your RTO.

3. Explain the circumstances under which your RTO will notify your employer in relation to your attendance at training and assessment sessions.

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.9
Skill Practice Name:	Simulated Emergency Evacuation

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.9

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.9: Simulated Emergency Evacuation

Task:

To undertake a simulated emergency evacuation of your Registered Training Organisation (RTO) in accordance with RTO policies and procedures.

Objectives:

At the completion of this skills practice, you should be able to:




- Understand your RTO policies and procedures for emergency evacuations.
- Identify the fire and emergency escape paths and exits in your RTO.
- Follow your RTO policies and procedures for emergency evacuations.

Topic Skills Practice 1.9

1. Planning the Skills Practice

1.1 RTO Policies and Procedures




1.1.1 Obtain and familiarise yourself with the policies and procedures applicable to emergency evacuations at your Registered Training Organisation (RTO).

	 <i>Feedback</i>	Have your teacher/trainer verify your participation.	Teacher/Trainer Initials and Date	

2. Carrying Out the Skills Practice

2.1 Follow Emergency Evacuation Procedures

2.1.1 Participate in a simulated emergency evacuation of the RTO in accordance with applicable policies and procedures.

	 <i>Feedback</i>	Have your teacher/trainer verify your participation.	Teacher/Trainer Initials and Date	

3. Completing the Skills Practice

3.1 Skills Practice Review Questions




3.1.1 Answer the following questions after you have successfully completed Section 2.

1. Describe your RTO procedures that should be followed in the event of a fire.

Topic Skills Practice 1.9

2. Describe the location of the assembly point at your RTO premises.

3. Explain why it is important to assemble and remain at the assembly point in the event of a fire.

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.10
Skill Practice Name:	RTO Health and Safety Policies and Procedures

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.10

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.10: RTO Health and Safety Policies and Procedures

Task:

To identify and extract information from the health and safety policies and procedures of your nominated Registered Training Organisation (RTO).

Objectives:

At the completion of this skills practice, you should be able to:




- Understand the RTO policies and procedures for health and safety.
- Identify the dress code for learners attending electrotechnology training and assessment sessions at the RTO.
- Identify the locations where eye protection must be worn whilst on RTO premises.
- Identify the acceptable footwear that must be worn by learners attending electrotechnology training and assessment sessions at the RTO.
- Identify the precautions required for long hair and beards for learners attending electrotechnology training and assessment sessions at the RTO.
- Identify the precautions required when in proximity to rotating machinery at the RTO.
- Identify the RTO policies and procedures relating to mobile phones on RTO premises.
- Identify the RTO policies and procedures relating to personal belongings on RTO premises.
- Identify the RTO policies and procedures relating to personal injuries occurring on RTO premises.

Topic Skills Practice 1.10

1. Planning the Skills Practice

1.1 Obtain RTO Health and Safety Policies and Procedures

1.1.1 Obtain and familiarise yourself with the health and safety policies and associated procedures of your Registered Training Organisation (RTO).

	 <i>Feedback</i>	Have your teacher/trainer verify your participation.	Teacher/Trainer Initials and Date	

2. Carrying Out the Skills Practice

2.1 Interpret RTO Health and Safety Policies and Procedures

2.1.1 Answer the following questions to demonstrate that you have an understanding of the health and safety policies and procedures at your RTO.

1. Describe the occupational clothing required to be worn whilst attending electrotechnology training and assessment sessions at your RTO skills centre.

2. List the locations where learners are required to wear steel-capped boots whilst undertaking electrotechnology training and assessment at your RTO skills centre.

Topic Skills Practice 1.10

3. List the locations where learners are required to wear eye protection whilst undertaking electrotechnology training and assessment at your RTO skills centre.

4. Explain the safety precautions required for long hair and beards whilst undertaking electrotechnology training and assessment at your RTO skills centre, and explain where these precautions are necessary.

5. Explain the safety precautions required when in proximity to rotating machines whilst undertaking electrotechnology training and assessment at your RTO skills centre.

Topic Skills Practice 1.10




6. Briefly describe the procedure for dealing with minor injuries that occur at the RTO skills centre.

7. Briefly describe the procedure for dealing with serious injuries that occur at the RTO skills centre.

8. What is the RTO policy on mobile phone use whilst undertaking electrotechnology training and assessment at your RTO skills centre?

Topic Skills Practice 1.10

9. Explain who is responsible for the personal belongings of learners whilst undertaking electrotechnology training and assessment at your RTO skills centre.




	 <i>Feedback</i>	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

3. Completing the Skills Practice

3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. Who should you speak to if you don't understand the RTO health and safety policies, or if you have a question about any of the issues addressed in this skills practice?

	 <i>Feedback</i>	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.11
Skill Practice Name:	Undertake a Readiness Assessment

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.11

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.11: Undertake a Readiness Assessment

Task:

To undertake a 'Readiness Assessment' (RA) designed to assess the level of Language, Literacy and Numeracy (LLN) applicable to your selected qualification.

Objectives:

At the completion of this skills practice, you should be able to:

- Understand the Language, Literacy and Numeracy (LLN) requirements of your selected qualification.
- Identify areas of your own LLN that require improvement.

Topic Skills Practice 1.11

1. Planning the Skills Practice

1.1 Research LLN Requirements

1.1.1 Research the LLN levels that are recommended for undertaking your selected qualification. Your teacher/trainer will be able to provide you with suitable reference information.

2. Carrying Out the Skills Practice

2.1 Undertake a Readiness Assessment




2.1.1 Undertake a LLN Readiness Assessment (RA) supplied to you by your teacher/trainer/assessor. When you have completed your assessment, review and record your results in the following table.

Readiness Assessment Outcomes				
RA Part		Results		
1	Literacy	%	<input type="checkbox"/> Ready	<input type="checkbox"/> Not Ready
2	Numeracy	%	<input type="checkbox"/> Ready	<input type="checkbox"/> Not Ready

2.1.2 Based on your results and how you felt about your performance, identify any of the following areas (as applicable) in which you think you may need improvement.

Literacy – Areas for Improvement		
<input type="checkbox"/> reading	<input type="checkbox"/> interpreting diagrams	<input type="checkbox"/> other: _____
<input type="checkbox"/> comprehending text	<input type="checkbox"/> using a computer	<input type="checkbox"/> other: _____

Numeracy – Areas for Improvement		
<input type="checkbox"/> addition and subtraction	<input type="checkbox"/> scales	<input type="checkbox"/> transposition
<input type="checkbox"/> multiplication and division	<input type="checkbox"/> estimation	<input type="checkbox"/> Pythagoras' Theorem
<input type="checkbox"/> squares and square roots	<input type="checkbox"/> using tables	<input type="checkbox"/> trigonometry
<input type="checkbox"/> fractions	<input type="checkbox"/> using graphs	<input type="checkbox"/> spatial relationships
<input type="checkbox"/> ratios	<input type="checkbox"/> interpreting plans	<input type="checkbox"/> other: _____
<input type="checkbox"/> order of operations	<input type="checkbox"/> scientific notation	<input type="checkbox"/> other: _____

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice 1.11

3. Completing the Skills Practice




3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. What is the minimum recommended literacy level recommended for your selected qualification?

2. What is the minimum recommended numeracy level recommended for your selected qualification?

3. Describe the remedial support available to learners at your Registered Training Organisation (RTO) for improving their Language, Literacy and Numeracy (LLN).

	 Feedback	Have your teacher/trainer check your answers	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Competency Development Plans

Skill Practice Number:	1.12
Skill Practice Name:	Training Centre Tour

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 1.12

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.12: Training Centre Tour

Task:

To undertake a tour of your Registered Training Organisation (RTO).

Objectives:

At the completion of this skills practice, you should be able to:

- Identify the locations of the following facilities at your RTO:
 - Classrooms
 - Laboratory rooms
 - Electrical installation facilities
 - Workshop
 - Store rooms
 - Washrooms
 - Toilets
 - Learner meal room
 - Head Teacher / Teacher offices
 - Administration area
 - Car parking
 - Evacuation meeting point

Topic Skills Practice 1.12

1. Planning the Skills Practice

1.1 Prepare to Undertake RTO Tour




1.1.1 Organise with your teacher/trainer, to be given a tour of your RTO facilities. Make sure you have your checklist (below) and a pen/pencil prior to commencing the tour.

2.1 Undertake RTO Tour

2.1.1 When your teacher/trainer/guide is ready, undertake a tour of your RTO premises in accordance with applicable policies and procedures.

As you move through the premises, use the following checklist to indicate that you have understood the locations of the various facilities.

RTO Facilities Checklist	
<ul style="list-style-type: none"> <input type="checkbox"/> Classrooms <input type="checkbox"/> Laboratory rooms <input type="checkbox"/> Electrical installation facilities <input type="checkbox"/> Workshop <input type="checkbox"/> Washrooms <input type="checkbox"/> Toilets 	<ul style="list-style-type: none"> <input type="checkbox"/> Learner meal room <input type="checkbox"/> Head Teacher office <input type="checkbox"/> Teacher / Trainer offices <input type="checkbox"/> Administration area <input type="checkbox"/> Store rooms <input type="checkbox"/> Car parking <input type="checkbox"/> Evacuation meeting point

	 Feedback	<p>Have your teacher/trainer verify your participation.</p>	<p>Teacher/Trainer Initials and Date</p>	




Topic Skills Practice 1.12

3. Completing the Skills Practice

3.1 Skills Practice Review Questions

3.1.1 Answer the following question after you have successfully completed Section 2.

1. Draw the basic layout of your Registered Training Organisation (RTO) premises in the space provided on this page. Indicate the facilities locations, as listed in the Section 2 checklist, on your diagram.

	 Feedback	Have your teacher/trainer check your work	Teacher/Trainer Initials and Date	

Topic Skills Practice Cover Sheet

Unit Name:	UEECD0027 Participate in development and follow a personal competency development plan
Topic Title:	Monitoring Competency Development

Skill Practice Number:	2.2
Skill Practice Name:	Complete Workplace Evidence Records

Learner Name:	
Learner ID:	
College/Campus:	
Group:	

Results	
Planning:	
Carryout:	
Completion:	
Overall Results:	
Comments:	

Topic Skills Practice 2.2

UEECD0027 Participate in development and follow a personal competency development plan

Topic 2. Monitoring Competency Development

Skills Practice 2.2: Complete Workplace Evidence Records

Task:

To document work activities in pseudo workplace experience records, and interpret pseudo workplace profiling reports.

Note: this activity may be undertaken as a group activity/discussion

Objectives:

At the completion of this skills practice, you should be able to:

- Complete workplace profiling records to indicate work tasks undertaken.
- Complete workplace profiling records to indicate the range of equipment on which the work was undertaken.
- Complete workplace profiling records to indicate the degree of participation in work tasks.
- Complete workplace profiling records to indicate the levels of support and supervision received.
- Review and interpret workplace profiling reports

1. Planning the Skills Practice

1.1 Research Workplace Profiling Methods

1.1.1 Research methods of recording workplace experience by the use of electronic profiling systems, including how to complete profiling cards, requirements for verification and submission, and interpretation of profiling reports.

The following website will provide some useful information:

- <https://www.exemplarlearning.com.au/eprofiling>
- <https://exemplarsystems.com.au/>

1.1.2 Once you feel you have sufficient knowledge of the subject matter, obtain the following materials to assist you with carrying out this skills practice:

- Pens/pencils

Topic Skills Practice 2.2

2. Carrying Out the Skills Practice

2.1 Complete Pseudo-Work Experience Records 1

2.1.1 Review the following apprentice work diary entry.

Work Diary - Week 12

Shopping centre installation job, working with Joe the electrician

Monday (7 am - 3:30 pm)

Helped Joe hang fluorescent light fittings from the ceiling using jack chain - worked from a scissor lift.

Tuesday (7 am - 5 pm)

Helped Joe install PVC conduits on the ceiling and down walls - worked from a scissor lift.

Wednesday (8 am - 5:30 pm)

Attended off-job training - learnt about electrical drawings and electromagnetism.

Thursday (7 am - 5 pm)

Set up cable roller and drums of building wire. Fed cables off the drums whilst Joe pulled them through conduits.

Friday (7 am - 3:30 pm)

Set up cable roller and drums of building wire. Fed cables off the drums whilst Joe pulled them through conduits.

Saturday (7 am - 12 pm)

Terminated building wire into fluorescent light fittings and light switches.

Topic Skills Practice 2.2

2.1.2 Identify which work areas the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes below:

- Terminate LV Cables and Conductors
- Install / Fabricate LV Wiring Systems and Supports
- Install LV Appliances and Accessories
- Maintain / Repair LV Circuits and Equipment
- Test / Verify LV Circuits and Equipment

2.1.3 Identify the elements of performance that the apprentice demonstrated throughout the week, and indicate by ticking the relevant boxes below:

Plan

- Hazard / risk assessment
- Interpret drawings / documentation
- Select wiring / equipment
- Obtain tools / materials

Carry Out

- Measure and mark out
- Follow safe work procedures
- Environmental / sustainable practices
- Deal with unplanned events

Complete

- Clean up / store materials
- Update drawings / documentation
- Notify supervisor
- Report / respond to workplace incident

2.1.4 Identify the level(s) of supervision/support that the apprentice received throughout the week, and indicate by ticking the relevant boxes below:

- Direct / Constant
- General / Intermittent
- Broad / Minimal

2.1.5 Identify the range of equipment that the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes on the following page:

Topic Skills Practice 2.2

Cables

- Flat sheathed (TPS)
- Circular sheathed (TPS)
- Fire performance
- Screened
- Armoured
- Data

Supports / Enclosures

- Cable tray / ladder
- Catenary support
- Duct / trunking
- Metallic conduit
- Non-metallic conduit
- Unenclosed support (e.g. clips, ties)

Equipment

- Light fitting
- Smoke and fire detector
- Cooking appliance
- Water heater / heat pump
- Socket outlet
- Switchboard
- Control switch
- Protection device
- Motor
- Transformer
- Solar array

Fixing

- Hollow wall
- Brick wall
- Concrete wall
- Metal fixing
- Adhesive

Identify Fault




- Open circuit
- Short circuit
- Insulation failure
- Incorrect connections
- Component failure
- Mechanical failure
- Unsafe condition

Testing

- Safe isolation / lock out tag out
- Resistance / continuity
- Insulation resistance
- Polarity
- Load current
- Voltage

Repair Faults

- Dismantle / assemble
- Repair components
- Replace components

	 Feedback Have your teacher/trainer check your work	Teacher/Trainer Initials and Date 	
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Topic Skills Practice 2.2

2.2 Complete Pseudo-Work Experience Records 2

2.2.1 Review the following apprentice work diary entry.

Work Diary - Week 27

Service jobs, various locations, working with Bill the electrician

Monday (7 am - 3:30 pm)

Helped Bill test and fix fluorescent light fittings in a data centre - some needed new starters, some needed new tubes, and one needed a new ballast. Went to the wholesaler with Bill to get parts. Also replaced a faulty socket-outlet.

Tuesday (7 am - 3:30 pm)

Helped Bill disconnect and test a three phase motor in a factory. The motor had a low insulation resistance, so replaced the motor with a new motor from the store. Also replaced a faulty circuit breaker in a distribution board.

Wednesday (8 am - 5:30 pm)

Attended off-job training - learnt about terminating cables and sustainability.

Thursday (7 am - 3:30 pm)

Helped Bill test and repair a deep fryer and some 12 V downlights in a fast food restaurant. Needed to replace heating element, globes and transformers. Also ran a data cable through the ceiling and down the wall in PVC duct to where a new ATM was going to be installed.

Friday (7 am - 3:30 pm)

Helped Bill add a new socket-outlet to a circuit in an office - pulled cable through walls and roof space, Bill turned off the power, I terminated cables and tested with a megger and multimeter, Bill checked my readings then turned on the power and tested with test lamps.

Repaired a broken conduit and cable in the building carpark.

Topic Skills Practice 2.2

2.2.2 Identify which work areas the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes below:

- Terminate LV Cables and Conductors
- Install / Fabricate LV Wiring Systems and Supports
- Install LV Appliances and Accessories
- Maintain / Repair LV Circuits and Equipment
- Test / Verify LV Circuits and Equipment

2.2.3 Identify the elements of performance that the apprentice demonstrated throughout the week, and indicate by ticking the relevant boxes below:

Plan

- Hazard / risk assessment
- Interpret drawings / documentation
- Select wiring / equipment
- Obtain tools / materials

Carry Out

- Measure and mark out
- Follow safe work procedures
- Environmental / sustainable practices
- Deal with unplanned events

Complete

- Clean up / store materials
- Update drawings / documentation
- Notify supervisor
- Report / respond to workplace incident

2.2.4 Identify the level(s) of supervision/support that the apprentice received throughout the week, and indicate by ticking the relevant boxes below:

- Direct / Constant
- General / Intermittent
- Broad / Minimal

2.2.5 Identify the range of equipment that the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes on the following page:

Topic Skills Practice 2.2

Cables

- Flat sheathed (TPS)
- Circular sheathed (TPS)
- Fire performance
- Screened
- Armoured
- Data

Supports / Enclosures

- Cable tray / ladder
- Catenary support
- Duct / trunking
- Metallic conduit
- Non-metallic conduit
- Unenclosed support (e.g. clips, ties)

Equipment

- Light fitting
- Smoke and fire detector
- Cooking appliance
- Water heater / heat pump
- Socket outlet
- Switchboard
- Control switch
- Protection device
- Motor
- Transformer
- Solar array

Fixing

- Hollow wall
- Brick wall
- Concrete wall
- Metal fixing
- Adhesive

Identify Fault




- Open circuit
- Short circuit
- Insulation failure
- Incorrect connections
- Component failure
- Mechanical failure
- Unsafe condition

Testing

- Safe isolation / lock out tag out
- Resistance / continuity
- Insulation resistance
- Polarity
- Load current
- Voltage

Repair Faults

- Dismantle / assemble
- Repair components
- Replace components

	 Feedback Have your teacher/trainer check your work	Teacher/Trainer Initials and Date 	
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Topic Skills Practice 2.2

2.3 Complete Pseudo-Work Experience Records 3

2.3.1 Review the following apprentice work diary entry.

Work Diary - Week 42

Unit block installation job, working with Bob the electrician

Monday (7 am - 3:30 pm)

Roughed in TPS cables with another apprentice for lighting and power circuits in a 3 bedroom unit. Bob gave us the electrical floor plans to work from, and came to check our work from time to time.

Tuesday (7 am - 3:30 pm)

Bob and I fitted off socket-outlets, data outlets, batten holders and light switches in some 2 bedroom units.

Wednesday (8 am - 5:30 pm)

Attended off-job training - learnt about single phase motors and a.c. theory.

Thursday (7 am - 3:30 pm)

Another apprentice and I installed some cable tray and some PVC conduit in the underground carpark. Bob gave us the plans and helped us mark out the first part, then he went and worked on the carpark distribution board. He checked on us from time to time, and helped us with some of the conduit bends.

Friday (7 am - 3:30 pm)

Bob and I tested the lighting and power circuits in a number of units for earth continuity, insulation resistance, polarity and correct connections. We had to re-terminate some socket-outlets that had been connected with incorrect polarity, and correct the wiring of one lighting circuit that had incorrect switching connections.

Topic Skills Practice 2.2

2.3.2 Identify which work areas the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes below:

- Terminate LV Cables and Conductors
- Install / Fabricate LV Wiring Systems and Supports
- Install LV Appliances and Accessories
- Maintain / Repair LV Circuits and Equipment
- Test / Verify LV Circuits and Equipment

2.3.3 Identify the elements of performance that the apprentice demonstrated throughout the week, and indicate by ticking the relevant boxes below:

Plan

- Hazard / risk assessment
- Interpret drawings / documentation
- Select wiring / equipment
- Obtain tools / materials

Carry Out

- Measure and mark out
- Follow safe work procedures
- Environmental / sustainable practices
- Deal with unplanned events

Complete

- Clean up / store materials
- Update drawings / documentation
- Notify supervisor
- Report / respond to workplace incident

2.3.4 Identify the level(s) of supervision/support that the apprentice received throughout the week, and indicate by ticking the relevant boxes below:

- Direct / Constant
- General / Intermittent
- Broad / Minimal

2.3.5 Identify the range of equipment that the apprentice has gained experience in throughout the week, and indicate by ticking the relevant boxes on the following page:

Topic Skills Practice 2.2

Cables

- Flat sheathed (TPS)
- Circular sheathed (TPS)
- Fire performance
- Screened
- Armoured
- Data

Supports / Enclosures

- Cable tray / ladder
- Catenary support
- Duct / trunking
- Metallic conduit
- Non-metallic conduit
- Unenclosed support (e.g. clips, ties)

Equipment

- Light fitting
- Smoke and fire detector
- Cooking appliance
- Water heater / heat pump
- Socket outlet
- Switchboard
- Control switch
- Protection device
- Motor
- Transformer
- Solar array

Fixing

- Hollow wall
- Brick wall
- Concrete wall
- Metal fixing
- Adhesive

Identify Fault




- Open circuit
- Short circuit
- Insulation failure
- Incorrect connections
- Component failure
- Mechanical failure
- Unsafe condition

Testing

- Safe isolation / lock out tag out
- Resistance / continuity
- Insulation resistance
- Polarity
- Load current
- Voltage

Repair Faults

- Dismantle / assemble
- Repair components
- Replace components

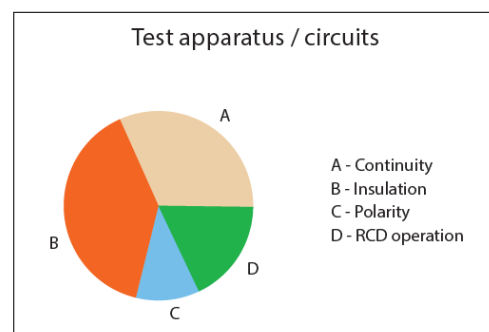
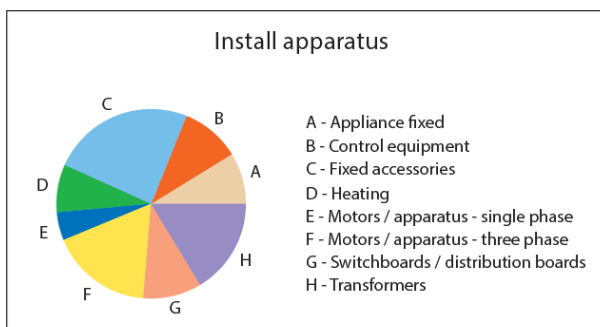
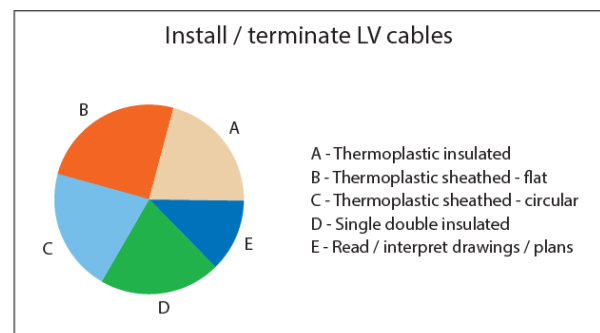
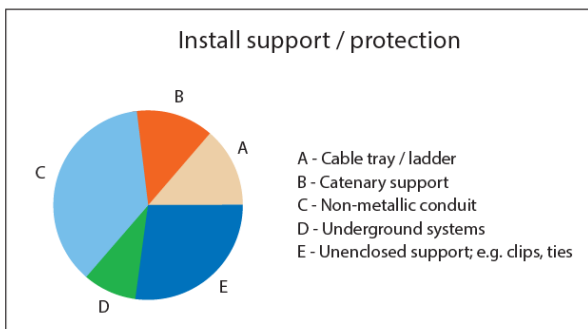
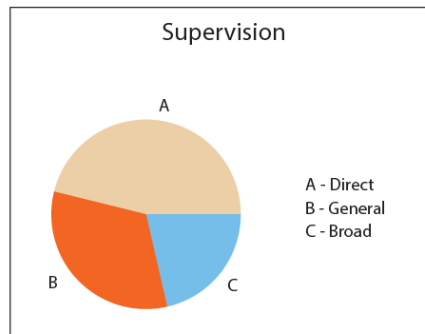
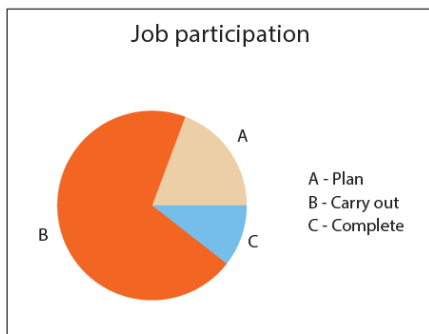
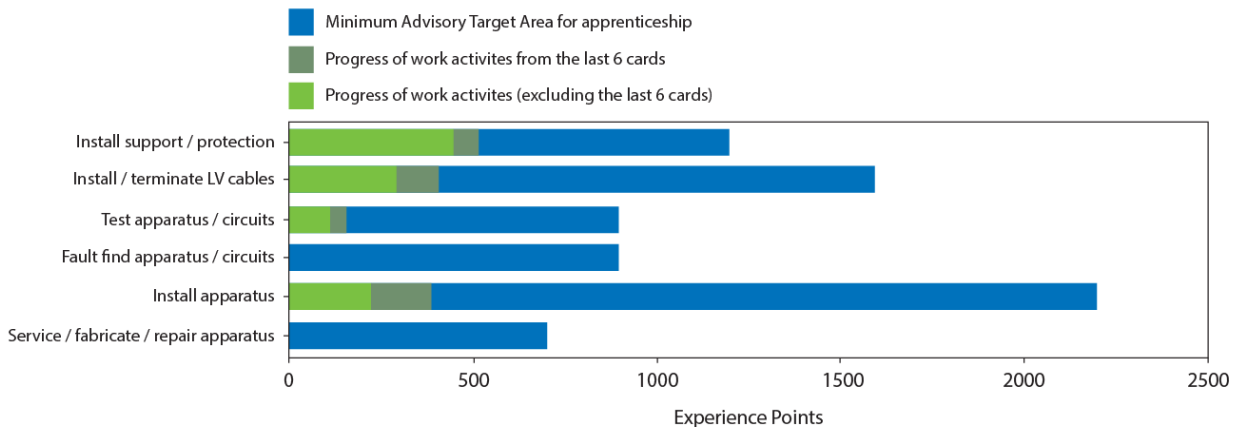
	 Feedback Have your teacher/trainer check your work	Teacher/Trainer Initials and Date 	
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Topic Skills Practice 2.2

2.4 Interpret Pseudo-Profiling Reports

2.4.1 Examine the data excerpt from the pseudo-profiling report below, and then answer the questions regarding the student's on-the-job progress.

Core Work Activities



Topic Skills Practice 2.2

1. What type of work activity has the apprentice gained the most experience with overall?

2. Assuming the report is up to date, what type of work activity has the apprentice gained the most experience with over the last 6 weeks?




3. What type of supervision has the apprentice been working under for the majority of his apprenticeship so far?

4. How many different types of cables has the apprentice installed or terminated so far?

5. Which two electrical tests does the apprentice have the most experience with?

6. Has the apprentice had more experience installing single phase or three phase motors?

7. In which core work areas has the apprentice gained little or no experience?

	 Feedback	Have your teacher/trainer check your answers	Teacher/Trainer Initials and Date	

Topic Skills Practice 2.2

3. Completing the Skills Practice

3.1 Skills Practice Review Questions

3.1.1 Answer the following questions after you have successfully completed Section 2.

1. List four different methods of gathering workplace evidence.

2. Who is responsible for collecting workplace evidence?

3. Who is responsible for signing off that workplace evidence is accurate?




4. List the types of information that needs to be indicated in workplace evidence in order to adequately address unit requirements.

Topic Skills Practice 2.2

5. What are the responsibilities of the Registered Training Organisation (RTO) in relation to workplace evidence?

6. Explain what is meant by 'direct/constant' supervision/support.

7. Explain some typical strategies that can be used to address the problem of an apprentice/trainee having narrow/limited exposure to core work activities.

	 Feedback	Have your teacher/trainer check your answers	Teacher/Trainer Initials and Date	

Topic Skills Practice Assessors Guide

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.2: Access Training Package Content

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
No Checkpoints – Prepare to Use the Internet			
2. Carrying Out the Skills Practice			
Checkpoint 1 – Access Training Package Information			
2.1.1	Learner navigates to the correct webpage		Eval
2.1.2	Learner navigates to the correct webpage		Eval
2.1.3	Learner correctly identifies training package code		Eval
	Learner correctly identifies current release		Eval
	Learner correctly identifies training package developer		Eval
2.1.4	Learner correctly identifies applicable qualification code		Eval
	Learner correctly identifies current release		Eval
2.1.5	Learner correctly identifies the core units of the applicable qualification		Eval
2.1.6	Learner correctly identifies suitable elective units in accordance with the applicable packaging rules		Eval
	Weighting of selected electives is equal to or greater than the minimum weighting specified in the packaging rules		Eval
3. Completing the Skills Practice			
Checkpoint 2 – Skills Practice Review Questions			
Q1	List six types of work performed by an electrotechnology worker in your chosen field. <i>Answer:</i> <i>Will vary depending on field – assessor to determine suitability of responses</i>		Eval
Q2	What is the number of nominal training hours associated with undertaking your qualification at your Registered Training Organisation (RTO)? <i>Answer:</i> <i>As per RTO guidelines</i>		Eval
Q3	Explain when Elective Units are chosen, and what factors should be considered when selecting Elective Units. <i>Answer:</i> <i>Electives are chosen when the training plan is being developed</i> <i>Factors the work undertaken by the employer, the interests/aspirations of the apprentice/trainee, the</i>		Eval

Topic Skills Practice Assessors Guide

	<i>number of points</i>		
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Topic Skills Practice Assessors Guide

UEECD0027 Participate in development and follow a personal competency development plan

Topic 1. Competency Development Plans

Skills Practice 1.6: RTO Operations and Procedures

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
Checkpoint 1 – Obtain RTO Operational Policies and Procedures			
1.1.1	RTO policies and procedures are obtained and reviewed		Eval
2. Carrying Out the Skills Practice			
Checkpoint 2 – Interpret RTO Operational Policies and Procedures			
2.1.1	Answers indicate that the learner has correctly interpreted the applicable RTO policies and procedures		Eval
Q1	<p>Q. What are the fees associated with your training and assessment at your RTO, and who is responsible for payment?</p> <p><i>Answer:</i> As per RTO policies and procedures (e.g. fees associated with enrolment, work/text books, Australian Standards, workplace evidence collection system etc.)</p>		Eval
Q2	<p>Q. Briefly explain the process for obtaining any required learning resources (e.g. workbooks, textbooks, stationary etc.) at your RTO.</p> <p><i>Answer:</i> As per RTO policies and procedures (e.g. ordering/purchasing books from the bookshop etc.)</p>		Eval
Q3	<p>Q. What types of training methods will be used by your RTO to impart the knowledge and skills in the applicable Competency Standard Units (CSUs)?</p> <p><i>Answer:</i> As per RTO policies and procedures (e.g. face to face tutorials, online blended learning, practical workshop and wiring room sessions etc.)</p>		Eval
Q4	<p>Q. What methods will be used by your RTO to collect the workplace evidence required by your qualification?</p> <p><i>Answer:</i> As per RTO policies and procedures (e.g. profiling etc.)</p>		Eval
Q5	<p>Q. List the items that learners are typically required to bring to training and assessment sessions at your RTO skills centre.</p> <p><i>Answer:</i> As per RTO policies and procedures (e.g. workbooks, pens/pencils, text books, scientific calculator etc.)</p>		Eval
Q6	Q. What are the expectations and requirements for work		Eval

Topic Skills Practice Assessors Guide

	<p>submitted by learners at your RTO?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. follow instructions, own work, timely submission etc.)</i></p>		
Q7	<p>Q. What are the responsibilities of your teachers, trainers and assessors in relation to delivering training and assessment sessions at your RTO skills centre?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. provide details of learning and assessment plans, maintain a safe and equitable learning environment, start and finish on time, maintain student records and privacy etc.)</i></p>		Eval
Q8	<p>Q. What methods/types of assessments are learners required to undertake in order to demonstrate achievement of qualification outcomes at your RTO?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. paper-based and online quizzes, practical workshop and wiring room assessments, evaluation of workplace evidence etc.)</i></p>		Eval
Q9	<p>Q. Briefly explain the procedure that a learner must follow in the case that they miss an assessment event.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. provide a doctor's certificate, application for make-up assessment etc.)</i></p>		Eval
Q10	<p>Q. What types of learner support services are available at your RTO?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. for learners with a disability, LLN support, extracurricular revision and tutorials etc.)</i></p>		Eval
Q11	<p>Q. Briefly explain the process to apply for Recognition of Prior Learning (RPL) at your RTO.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. self-assessment, application forms, provision of evidence, assessment decisions etc.)</i></p>		Eval
Q12	<p>Q. Briefly explain the process for apply for a review of an assessment outcome at your RTO.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. application forms, review outcomes etc.)</i></p>		Eval
3. Completing the Skills Practice			
Checkpoint 3 – Skills Practice Review Questions			
Q1	<p>Q. Who should you speak to if you don't understand an RTO policy or procedure, or if you have a question about</p>		Eval

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any of the issues addressed in this skills practice?

Answer:

As per RTO policies and procedures (e.g. mentor, teacher/trainer, head teacher/trainer, administrative staff etc.)

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Topic 1. Competency Development Plans

Skills Practice 1.7: RTO Discipline Policy

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
Checkpoint 1 – Obtain RTO Discipline Policies and Procedures			
1.1.1	RTO policies and procedures are obtained and reviewed		Eval
2. Carrying Out the Skills Practice			
Checkpoint 2 – Interpret RTO Discipline Policies and Procedures			
2.1.1	Answers indicate that the learner has correctly interpreted the applicable RTO policies and procedures		Eval
Q1	<p>Briefly outline your rights as a learner under your RTO disciplinary policies and procedures (e.g. to be treated fairly).</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. be informed of learning and assessment requirements, receive regular information about progress, receive a review of results or other decisions affecting progress, access to a safe and equitable learning environment that is free from harassment and discrimination, recognition of prior learning and experience, privacy of records and personal information etc.)</i></p>		Eval
Q2	<p>Briefly outline your responsibilities as a learner under your RTO disciplinary policies and procedures (e.g. to treat others fairly).</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. do not harass, vilify or discriminate against others, follow directions, abide by RTO policies, follow RTO procedures, complete all work within the required timeframes etc.)</i></p>		Eval
Q3	<p>What types of penalties can apply for a breach of discipline at your RTO?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. warning, reprimand, fine or payment of compensation, set conditions for future behaviour, suspension, expulsion etc.)</i></p>		Eval
3. Completing the Skills Practice			
Checkpoint 3 – Skills Practice Review Questions			
Q1	Who should you speak to if you don't understand the RTO disciplinary policies, or if you have a question about any of the issues addressed in this skills practice?		Eval

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Answer:

As per RTO policies and procedures (e.g. mentor, teacher/trainer, head teacher/trainer, administrative staff etc.)

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Topic 1. Competency Development Plans

Skills Practice 1.8: RTO Attendance Documentation

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
No Checkpoints – RTO Policies and Procedures			
2. Carrying Out the Skills Practice			
Checkpoint 1 – Complete RTO Documentation			
2.1.1	Learner identifies the correct RTO procedures for recording normal attendance		Eval
	Learner identifies the correct RTO procedures for recording late arrival		Eval
	Learner identifies the correct RTO procedures for recording early departure		Eval
	Learner identifies the correct RTO procedures for recording absence		Eval
2.1.2	Learner completes RTO documentation applicable to normal attendance correctly		Eval
	Learner completes RTO documentation applicable to late arrival correctly		Eval
	Learner completes RTO documentation applicable to early departure correctly		Eval
	Learner completes RTO documentation applicable to absence correctly		Eval
3. Completing the Skills Practice			
Checkpoint 2 – Skills Practice Review Questions			
Q1	<p>Explain why it is important to attend training sessions at your RTO.</p> <p><i>Answer:</i> To develop underpinning knowledge and skills, and to comply with Training Contract obligations</p>		Eval
Q2	<p>Q. Explain why it is important to attend assessment sessions at your RTO.</p> <p><i>Answer:</i> To demonstrate the achievement of underpinning knowledge and skills, and to comply with Training Contract obligations</p>		Eval
Q3	<p>Q. Explain the circumstances under which your RTO will notify your employer in relation to your attendance at training and assessment sessions.</p> <p><i>Answer:</i> as per RTO policies and procedures</p>		Eval

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Topic 1. Competency Development Plans

Skills Practice 1.9: Simulated Emergency Evacuation

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
Checkpoint 1 – RTO Policies and Procedures			
1.1.1	Learner obtains and reviews RTO emergency evacuation policies and procedures		Eval
2. Carrying Out the Skills Practice			
Checkpoint 2 – Complete RTO Documentation			
2.1.1	Learner participates in an emergency evacuation of the RTO in accordance with policies and procedures		Eval
	Learner exits the building via most effective designated emergency escape path and exit		Eval
	Learner assembles at the designated assembly point		Eval
	Learner remains at the designated assembly point until they are released by the appropriate person		Eval
3. Completing the Skills Practice			
Checkpoint 3 – Skills Practice Review Questions			
Q1	Describe your RTO procedures that should be followed in the event of a fire. <i>Answer: As per RTO policies and procedures</i>		Eval
Q2	Describe the location of the assembly point at your RTO premises. <i>Answer: As per RTO policies and procedures</i>		Eval
Q3	Explain why it is important to assemble and remain at the assembly point in the event of a fire. <i>Answer: Absence from the assembly point will lead to the assumption that you are in danger, and will lead to another person being placed in danger to search for you</i>		Eval

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Topic 1. Competency Development Plans

Skills Practice 1.10: RTO Health and Safety Policies and Procedures

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
Checkpoint 1 – Obtain RTO Health and Safety Policies and Procedures			
1.1.1	RTO policies and procedures are obtained and reviewed		Eval
2. Carrying Out the Skills Practice			
Checkpoint 2 – Interpret RTO Health and Safety Policies and Procedures			
2.1.1	Answers indicate that the learner has correctly interpreted the applicable RTO policies and procedures		Eval
Q1	Describe the occupational clothing required to be worn whilst attending electrotechnology training and assessment sessions at your RTO skills centre. <i>Answer: As per RTO policies and procedures (e.g. long pants, work shirts, steel-capped boots etc.)</i>		Eval
Q2	List the locations where learners are required to wear steel-capped boots whilst undertaking electrotechnology training and assessment at your RTO skills centre. <i>Answer: As per RTO policies and procedures (e.g. at all times)</i>		Eval
Q3	List the locations where learners are required to wear eye protection whilst undertaking electrotechnology training and assessment at your RTO skills centre. <i>Answer: As per RTO policies and procedures (e.g. whenever in practical laboratory, workshop or wiring rooms)</i>		Eval
Q4	Explain the safety precautions required for long hair and beards whilst undertaking electrotechnology training and assessment at your RTO skills centre, and explain where these precautions are necessary. <i>Answer: As per RTO policies and procedures (e.g. hair nets, beard nets etc.)</i>		Eval
Q5	Explain the safety precautions required when in proximity to rotating machines whilst undertaking electrotechnology training and assessment at your RTO skills centre. <i>Answer: As per RTO policies and procedures (e.g. close fitting clothes, removal of jewelry etc.)</i>		Eval

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Q6	<p>Briefly describe the procedure for dealing with minor injuries that occur at the RTO skills centre.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. reporting, application of first aid, documenting etc.)</i></p>		Eval
Q7	<p>Briefly describe the procedure for dealing with serious injuries that occur at the RTO skills centre.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. reporting, first aid, professional/emergency medical attention, documenting etc.)</i></p>		Eval
Q8	<p>What is the RTO policy on mobile phone use whilst undertaking electrotechnology training and assessment at your RTO skills centre?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. phones not permitted in learning or assessment areas etc.)</i></p>		Eval
Q9	<p>Explain who is responsible for the personal belongings of learners whilst undertaking electrotechnology training and assessment at your RTO skills centre.</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. learner is responsible for their belongings)</i></p>		Eval
3. Completing the Skills Practice			
Checkpoint 3 – Skills Practice Review Questions			
Q1	<p>Who should you speak to if you don't understand the RTO health and safety policies, or if you have a question about any of the issues addressed in this skills practice?</p> <p><i>Answer:</i> <i>As per RTO policies and procedures (e.g. mentor, teacher/trainer, head teacher/trainer, administrative staff etc.)</i></p>		Eval

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Topic 1. Competency Development Plans

Skills Practice 1.11: Undertake a Readiness Assessment

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
No Checkpoint – Research LLN Requirements			
2. Carrying Out the Skills Practice			
Checkpoint 2 – Undertake a Readiness Assessment			
2.1.1	Learner completes RA in accordance with associated procedures and guidelines.		Calc, Eval
2.1.2	Learner accurately records RA results.		Eval
	Learner identifies any applicable literacy areas requiring improvement.		Eval
2.1.3	Learner identifies any applicable numeracy areas requiring improvement.		Eval
3. Completing the Skills Practice			
Checkpoint 3 – Skills Practice Review Questions			
Q1	Q. What is the minimum recommended literacy level recommended for your selected qualification? A. as per qualification guidelines.		Eval
Q2	Q. What is the minimum recommended numeracy level recommended for your selected qualification? A. as per qualification guidelines.		Eval
Q3	Q. Describe the remedial support available to learners at your Registered Training Organisation (RTO) for improving their Language, Literacy and Numeracy (LLN). A. as per RTO policies and procedures.		Eval

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Topic 1. Competency Development Plans

Skills Practice 1.12: Training Centre Tour

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
No Checkpoint – Prepare to Undertake RTO Tour			
2. Carrying Out the Skills Practice			
Checkpoint 1 – Undertake RTO Tour			
2.1.1	Learner participates in a tour of the RTO premises		Eval
	Learner completes checklist to indicate understanding of RTO facilities locations		Eval
3. Completing the Skills Practice			
Checkpoint 2 – Skills Practice Review Questions			
Q1	<p>Q. Draw the basic layout of your Registered Training Organisation (RTO) premises in the space provided on this page. Indicate the facilities locations, as listed in the Section 2 checklist, on your diagram.</p> <p><i>Answer:</i> <i>As per RTO premises layout</i></p>		Diag, Eval

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Topic 2. Monitoring Competency Development

Skills Practice 2.2: Complete Workplace Evidence Records

Item	Description of Item	Mapping	Type
1. Planning the Skills Practice			
No Checkpoint – Research Workplace Profiling Methods			
2. Carrying Out the Skills Practice			
Checkpoint 1 – Complete Pseudo-Work Experience Records 1			
2.1	Learner accurately records type of work activities		Eval
	Learner accurately records range of equipment		Eval
	Learner accurately records degree of participation		Eval
	Learner accurately records level of supervision/support		Eval
Checkpoint 2 – Complete Pseudo-Work Experience Records 2			
2.2	Learner accurately records type of work activities		Eval
	Learner accurately records range of equipment		Eval
	Learner accurately records degree of participation		Eval
	Learner accurately records level of supervision/support		Eval
Checkpoint 3 – Complete Pseudo-Work Experience Records 3			
2.3	Learner accurately records type of work activities		Eval
	Learner accurately records range of equipment		Eval
	Learner accurately records degree of participation		Eval
	Learner accurately records level of supervision/support		Eval
Checkpoint 4 – Interpret Pseudo-Profiling Reports			
Q1	What type of work activity has the apprentice gained the most experience with overall? <i>Answer:</i> <i>Installing support / protection</i>		Eval
Q2	Assuming the report is up to date, what type of work activity has the apprentice gained the most experience with over the last 6 weeks? <i>Answer:</i> <i>Installing apparatus</i>		Eval
Q3	What type of supervision has the apprentice been working under for the majority of his apprenticeship so far? <i>Answer:</i> <i>Direct supervision</i>		Eval
Q4	How many different types of cables has the apprentice installed or terminated so far? <i>Answer:</i>		Eval

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<i>Four (note: E relates to interpretation of diagrams)</i>			
Q5	Which two electrical tests does the apprentice have the most experience with? <i>Answer: Continuity and insulation resistance</i>		Eval
Q6	Has the apprentice had more experience installing single phase or three phase motors? <i>Answer: Three phase motors</i>		Eval
Q7	In which core work areas has the apprentice gained little or no experience? <i>Answer: Fault finding and service/repair work</i>		Eval
3. Completing the Skills Practice			
Checkpoint 5 – Skills Practice Review Questions			
Q1	List four different methods of gathering workplace evidence. <i>Answer: Paper-based logbooks, electronic profiling, e-logbooks, work performance portfolios, formal workplace assessments</i>		Eval
Q2	Who is responsible for collecting workplace evidence? <i>Answer: The learner/apprentice</i>		Eval
Q3	Who is responsible for signing off that workplace evidence is accurate? <i>Answer: The employer/supervisor</i>		Eval
Q4	List the types of information that needs to be indicated in workplace evidence in order to adequately address unit requirements. <i>Answer: Types of work tasks undertaken, duration of exposure to the work tasks, types of equipment on which the work was undertaken, elements of performance demonstrated, and the level of support/supervision received</i>		Eval
Q5	What are the responsibilities of the Registered Training Organisation (RTO) in relation to workplace evidence? <i>Answer: To receive, monitor and review workplace evidence</i>		Eval
Q6	Explain what is meant by 'direct/constant' supervision/support.	T2.5	Eval

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	<p><i>Answer:</i> <i>The supervising tradesperson is making sure that you are undertaking your work correctly and ensuring that you are safe from any hazards</i></p>		
Q7	<p>Explain some typical strategies that can be used to address the problem of an apprentice/trainee having narrow/limited exposure to core work activities.</p> <p><i>Answer:</i> <i>Moving the learner to a different job site or into a different department/division within the company, or by using an apprentice exchange arrangement between contractors working in different fields</i></p>	T2.7	Eval

Learner Induction/Orientation Record

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Learner Name:		Learner ID:	
College/Campus:		Group/Class:	
Teacher/Trainer Name:		Date:	

Instructions

To complete the record, the learner should tick off that they have participated in each element of the program, as listed below. At each checkpoint, any evidence, such as related Topic Skills Practices, should be indicated and the section should be signed-off by both the learner and the teacher/trainer.

Learner Induction/Orientation Program

1. Australian Apprenticeship/Traineeship	Yes	No
I have received information explaining Training Contracts / Plans.	<input type="checkbox"/>	<input type="checkbox"/>
I have undertaken a readiness (literacy/numeracy) assessment.	<input type="checkbox"/>	<input type="checkbox"/>
I have reviewed and understood the structure of the qualification in which I am to be enrolled. <i>Qualification Code:</i>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in the development of my Training Plan.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my responsibilities under my Australian Apprenticeship/Traineeship Training Contract.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and accept my responsibilities under my Australian Apprenticeship/Traineeship Training Contract.	<input type="checkbox"/>	<input type="checkbox"/>
I have reviewed, understood and signed my Australian Apprenticeship/Traineeship Training Contract.	<input type="checkbox"/>	<input type="checkbox"/>

Checkpoint 1 – Australian Apprenticeship/Traineeship

Evidence Attached:	<input type="checkbox"/> Topic 1.2 Skills Practice <input type="checkbox"/> Topic 1.11 Skills Practice <input type="checkbox"/> Other:		
Learner Signature:		Date:	
Teacher/Trainer Signature:		Date:	

Comments:

Learner Induction/Orientation Record

2. Electrotechnology Industry		Yes	No
I have received information explaining Electrotechnology Industry areas, qualifications and careers.	<input type="checkbox"/>	<input type="checkbox"/>	
I have received information explaining applicable Electrotechnology Industry bodies and organisations.	<input type="checkbox"/>	<input type="checkbox"/>	
I have received information explaining typical enterprise work activities policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	
Checkpoint 2 – Electrotechnology Industry			
Evidence Attached:			
Learner Signature:		Date:	
Teacher/Trainer Signature:		Date:	
<i>Comments:</i>			
3. Workplace Evidence		Yes	No
I have had the requirement for workplace evidence collection and monitoring explained to me.	<input type="checkbox"/>	<input type="checkbox"/>	
I have reviewed and understood my RTO's policies and procedures relating to workplace evidence.	<input type="checkbox"/>	<input type="checkbox"/>	
I have been provided with/enrolled into an acceptable system of workplace evidence collection.	<input type="checkbox"/>	<input type="checkbox"/>	
Checkpoint 3 – Workplace Evidence			
Evidence Attached:	<input type="checkbox"/> Topic 2.1 Skills Practice <input type="checkbox"/> Other:		
Learner Signature:		Date:	
Teacher/Trainer Signature:		Date:	
<i>Comments:</i>			

Learner Induction/Orientation Record

4. RTO Orientation	Yes	No
I have been informed of my RTO's policies/procedures relating to training practices.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to training administration.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to training costs.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to training support services.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to training delivery.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to assessment and RPL.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to disciplinary action.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to attendance.	<input type="checkbox"/>	<input type="checkbox"/>
I have been informed of my RTO's policies/procedures relating to health and safety whilst on RTO premises.	<input type="checkbox"/>	<input type="checkbox"/>
I have been instructed in my RTO's procedures to follow in the event of a fire.	<input type="checkbox"/>	<input type="checkbox"/>
I have been instructed in my RTO's emergency evacuation procedures.	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in a simulated evacuation of my RTO's training centre.	<input type="checkbox"/>	<input type="checkbox"/>
I have undertaken a tour of my RTO's facilities.	<input type="checkbox"/>	<input type="checkbox"/>
Checkpoint 4 – RTO Orientation		
Evidence Attached:	<input type="checkbox"/> Topic 1.6 Skills Practice <input type="checkbox"/> Topic 1.10 Skills Practice <input type="checkbox"/> Topic 1.7 Skills Practice <input type="checkbox"/> Topic 1.12 Skills Practice <input type="checkbox"/> Topic 1.8 Skills Practice <input type="checkbox"/> Other: <input type="checkbox"/> Topic 1.9 Skills Practice	
Learner Signature:		Date:
Teacher/Trainer Signature:		Date:
<i>Comments:</i>		

Unit Skills Test Assessor Guide

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Induction / Orientation Record

Assessors Guidelines:

The Induction / Orientation Record is designed to document the initial induction and orientation of newly enrolled learners into their qualification, and associated RTO policies, procedures and requirements.

Recommended time allowed – It is expected that the program of induction / orientation should be completed over approximately 6 hours.

It is recommended that the record of learner participation is completed progressively throughout this period. Alternately it may be filled in upon completion of the program – where this is the case, the record should take no longer than 30 minutes to fill out.

Checkpoint 1 – Australian Apprenticeship/Traineeship (Pass 7/7)

Item	Description of Item
1	Learner has received information explaining Australian Apprenticeship/Traineeship training contracts and training plans.
2	The LLN levels of the learner have been assessed to determine readiness to undertake the chosen qualification.
3	Learner has reviewed and understood the structure of the qualification being undertaken.
4	Learner has participated in the development of the training plan.
5	Learner has been informed of their responsibilities under the Australian Apprenticeship/Traineeship training contract.
6	Learner understands and accepts their responsibilities under the Australian Apprenticeship/Traineeship training contract.
7	Learner has reviewed, understood and signed the Australian Apprenticeship/Traineeship training contract.

Checkpoint 2 – Electrotechnology Industry (Pass 3/3)

Item	Description of Item
1	Learner has received information explaining electrotechnology industry areas, qualifications and careers.
2	Learner has received information explaining applicable electrotechnology industry bodies and organisations.
3	Learner has received information explaining typical enterprise work activities policies and procedures.

Checkpoint 3 – Workplace Evidence (Pass 3/3)

Item	Description of Item
1	Learner has had the requirement for workplace evidence collection and monitoring explained to them.
2	Learner has received and understood applicable RTO policies and procedures relating to workplace evidence.
3	Learner has been provided with/enrolled into an acceptable system of workplace evidence collection.

Checkpoint 4 – RTO Orientation (Pass 13/13)

Item	Description of Item
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Unit Skills Test Assessor Guide

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Induction / Orientation Record

1	Learner has been informed of RTO policies/procedures relating to training practices.
2	Learner has been informed of RTO policies/procedures relating to training administration.
3	Learner has been informed of RTO policies/procedures relating to training costs.
4	Learner has been informed of RTO policies/procedures relating to training support services.
5	Learner has been informed of RTO policies/procedures relating to training delivery.
6	Learner has been informed of RTO policies/procedures relating to assessment and RPL.
7	Learner has been informed of RTO policies/procedures relating to disciplinary action.
8	Learner has been informed of RTO policies/procedures relating to attendance.
9	Learner has been informed of RTO policies/procedures relating to health and safety whilst on RTO premises.
10	Learner has been instructed in the RTO procedures to follow in the event of a fire.
11	Learner has been instructed in the RTO's emergency evacuation procedures.
12	Learner has participated in a simulated evacuation of the RTO training centre.
13	Learner has undertaken a tour of the RTO facilities.

Unit Skills Test Assessor Guide

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Work Performance Monitoring and Reporting

Assessors Guidelines:

Periodic monitoring processes are essential to ensuring the quality of third party evidence from the workplace. It is strongly recommended that periodic monitoring is undertaken for each learner on a 3 monthly basis, including:

- A desktop review of the learner's evidence (e.g. profile).
- A discussion with the learner regarding their experiences in the workplace.

It may also be necessary to contact the employer to discuss the learner's experience and progress, for example to double check the authenticity and accuracy of evidence, gain a deeper understanding of the learner's capabilities, or to discuss strategies to address deficiencies in the learner's documented performance.

Recommended time allowed – Duration of approximately 1.5 hours may be assigned to each review session, undertaken on a 3 monthly basis throughout the course of the training contract.

For the majority of reviews, it is unlikely that the full 1.5 hours will be necessary, however the time saved for the majority of sessions may be required at critical points in which planning and strategising may be required to address issues with the learner's competency development (e.g. inadequate participation, deficiencies in particular work areas, etc.).

1.1 Learner Participation

Item	Description of Item
1	Evidence was submitted on a regular basis during the monitoring period.
2	Evidence is up to date (indicate number of outstanding days/cards).

1.2 Evidence Quality

Item	Description of Item
1	Evidence indicates sufficient experience as expected for the monitoring period.
2	Evidence relevant to units being undertaken at the stage of training.
3	Evidence verified by the supervising tradesperson.
4	Evidence representative of the work sites attended by the learner.
5	Evidence gathered and submitted within the monitoring period.

1.3 Learner Progress

Item	Description of Item
1	Exposure to work tasks indicative of the stage of training.
2	Range of equipment worked on indicative of the stage of training.
3	Participation in work tasks indicative of the stage of training.
4	Levels of supervision/support indicative of the stage of training.

Work Performance Monitoring/Reporting

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Learner Name:		Learner ID:	
Assessor Name:		Date:	
Employer Name:			
Monitoring Period:	<i>Code:</i>	<i>From:</i>	<i>To:</i>
Types of Work:	<input type="checkbox"/> <i>Domestic</i>	<input type="checkbox"/> <i>Commercial</i>	<input type="checkbox"/> <i>Industrial</i>

Brief Description(s):

1. Workplace Evidence Review

1.1 Learner Participation	Yes	No	Comments/Required Actions
Evidence was submitted on a regular basis during the monitoring period.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence is up to date (indicate number of outstanding days/cards).	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Evidence Quality	Yes	No	Comments/Required Actions
Evidence indicates sufficient experience as expected for the monitoring period.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence relevant to units being undertaken at the stage of training.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence verified by the supervising tradesperson.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence representative of the work sites attended by the learner.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence gathered and submitted within the monitoring period.	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Learner Progress	Yes	No	Comments/Required Actions
Exposure to work tasks indicative of the stage of training.	<input type="checkbox"/>	<input type="checkbox"/>	
Range of equipment worked on indicative of the stage of training.	<input type="checkbox"/>	<input type="checkbox"/>	
Participation in work tasks indicative of the stage of training.	<input type="checkbox"/>	<input type="checkbox"/>	
Levels of supervision/support indicative of the stage of training.	<input type="checkbox"/>	<input type="checkbox"/>	

Work Performance Monitoring/Reporting

2. Workplace Evidence Verification

Assessor Comments:

Learner Comments:

Employer/Supervisor Comments:

Learner Name:

Learner Signature:

Date:

Assessor Name:

Assessor Signature:

Date:

Supervisor Name:

Supervisor Signature:

Date: