



# TRAINING AND ASSESSMENT STRATEGY

NSW Department of Education - 90333

## TRAINING AND ASSESSMENT STRATEGY (TAS) – Joinery

RTO Name:	NSW Department of Education - 90333		
Qualification	CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		
Training Package	CPC Construction, Plumbing and Services Training Package (Release 9)		
Delivery Site	Insert name		
Name/s of VET Trainers	Insert name(s) here		
Course Commencement	31/01/2025	Course Completion	25/09/2026
Program Overview	<p>The CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) equips students with foundational skills and knowledge for the building trade. The course emphasises safe and efficient practices, covering both theoretical and practical aspects of construction work. Key topics include the safe use of tools, equipment, and materials, as well as planning projects and effective teamwork. There are opportunities for specialised studies and qualifications attainment in joinery.</p> <p>Students complete the General Construction Induction Training to be issued a (White Card), a mandatory requirement for attending Work Placement and carrying out construction work.</p> <p>The CPC20220 Certificate II in Construction Pathways and the Statement of Attainment towards CPC20120 Certificate II in Construction offer a pathway to primary trades in the construction industry, excluding plumbing.</p> <p>This qualification is designed to introduce students to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. It covers skills relevant to entry-level roles in off-site occupations such as joinery, carpentry, bricklaying, and other general construction jobs.</p> <p>To view further information about this training product, please visit <a href="https://training.gov.au">training.gov.au</a>.</p>		

Packaging rules	The Certificate II in Construction Pathways <a href="#">CPC20220</a> , requires the demonstration of competency in 10 units of competency: <ul style="list-style-type: none"><li>• 5 core units</li><li>• 5 elective units.</li></ul>	The Certificate II in Construction <a href="#">CPC20120</a> requires the demonstration of competency in 15 units of competency: <ul style="list-style-type: none"><li>• 10 core units</li><li>• 5 elective units</li></ul> Students will only be completing a Statement of Attainment towards Certificate II in Construction.	
NESA Course Code	26211 Construction	Pattern of study	2 Units x 2 Years
NESA Exam Code	26299	Mandatory Work Placement hours	70

Course Specific Entry Requirements	<p>This course has no specific entry requirements. However, students interested in enrolling in the CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) should have a genuine interest in the construction industry. They should demonstrate the ability to use a variety of tools and equipment, work well in a team environment, and possess good communication skills. Prior to enrolment, students will receive individual guidance to assess the suitability of the course for their needs.</p>
Student Enrolment	<p>The RTO's VET enrolment process is supported by the LLN Robot, an online tool assessing language, literacy, and numeracy skills. The LLN Robot evaluates students using the Australian Core Skills Framework (ACSF) across five core areas: learning, reading, writing, oral communication, and numeracy.</p> <p>The quiz is designed to assess students at ACSF Level 3. If a student's assessment results fall below the required level for the qualification, the trainer provides additional support to help them complete the course. This assessment is the first step in identifying the learner's support needs.</p>
Target Audience	<p>Participants in this program are all enrolled in NSW public schools, studying the NSW Higher School Certificate (HSC) and/or Record of School Achievement (ROSA) and can include:</p> <ul style="list-style-type: none"> <li>• students completing year 10, 11 or 12</li> <li>• school based apprentices and trainees</li> <li>• isolated and rural students</li> <li>• students from non-English speaking backgrounds</li> <li>• refugees</li> </ul>

	<ul style="list-style-type: none"> <li>students with physical abilities that may impede the ability to complete particular elements of units of competencies – reasonable adjustments are discussed prior to enrolment</li> </ul>
Delivery Strategy	<p>The course utilises a blended learning approach, combining face-to-face instruction, online modules, and practical sessions. This multimodal delivery allows learners to engage with materials in different formats, accommodating diverse learning styles and enhancing skill development. Technologies such as Learning Management Systems (LMS), virtual simulations, and interactive activities play a key role in the delivery.</p> <p>Clustered units offer the opportunity for a holistic and more effective integration of knowledge and skills particularly where contextual commonalities occur. As a result, 13 units of competency are being delivered in 7 assessment tasks. This mode of delivery has led to a reduced amount of training hours.</p> <p>Weekly timetabling ensures students who study Construction have regular training on an ongoing basis. This enables skills and knowledge to be built and consolidated both in and out of timetabled classes as resources are available on site and on-line and feedback from the trainer is always available and accessible during the school year.</p> <p>Training and assessment arrangements in both the classroom and workplace are outlined in the Assessment Plan and Scope and Sequence.</p>
Volume of Learning	<p>The Australian Qualifications Framework (AQF) provides a guide to the volume of learning (<a href="#">see 'AQF volume of learning indicators' table</a>), which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.</p> <p>The volume of learning stipulated for a certificate II level qualification is 600-1200 hours. The volume of learning hours has been calculated as 674 hours.</p>
Amount of Training	<p>The course is delivered over 2 years, including a total of 240 face to face training hours. The amount of training has been tailored to suit the students' prior knowledge, including general capabilities from NESA syllabuses and construction-specific competencies all of which contribute to the volume of learning.</p> <p>As part of school requirements, students are expected to complete homework, research, and revision for assignments, assessments, and exams, alongside self-directed activities. Learning for mandated NESA content complements and reinforces students' understanding and application of VET course knowledge. Students are also expected to dedicate 2-4 hours per week to unstructured learning activities.</p> <p>Mandatory participation in Mathematics and English from Years 7-10 helps students build a strong foundation in literacy, numeracy, problem solving, and scientific skills, preparing them for the CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3). Throughout these years, students also engage in teamwork, use technology, plan and organise activities, apply problem-solving techniques, and develop skills in collecting, analysing, and communicating information across various subjects all of which develop skills critical for VET qualifications.</p>

	<p>During Years 7 – 10 students may study Timber Technology and Manufacturing Pathways where they gain a broad knowledge of timber properties, processing and preparation. It addresses the importance of safe work practices and legislation in relation to timber production and manufacturing. Students develop timber and Construction specific skills, which can be applied in a range of contexts enabling students to produce quality timber and construction products.</p> <p>During Years 9 and 10 students have studied 200 hours of English, Mathematics, Science and 100 hours of Human Society and Its Environment. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom.</p> <p>All students complete a work readiness program and engage with the <a href="#">Go2workplacement</a> on-line program. Other learning activities may include excursions to local businesses.</p> <p>Students in Year 10 may complete work experience of an entrepreneurial nature and pursue extra-curricular activities.</p> <p>Based on the training package requirements, the RTO has structured delivery to ensure students acquire the necessary skills and knowledge to successfully complete the qualification.</p> <p>The amount of training has been tailored to suit the cohort, considering:</p> <ul style="list-style-type: none"> <li>• The general capabilities embedded in the NESA syllabuses</li> <li>• Training package entry requirements</li> <li>• Mode of delivery</li> <li>• The clustered delivery model</li> </ul>
<p>Assessment Methods</p>	<ol style="list-style-type: none"> <li>1. <u>Questioning:</u> <ul style="list-style-type: none"> <li>• written or oral related to knowledge eg quizzes or interviews</li> </ul> </li> <li>2. <u>Product based:</u> <ul style="list-style-type: none"> <li>• structured activities eg role plays, presentations and reports</li> </ul> </li> <li>3. <u>Direct observation:</u> <ul style="list-style-type: none"> <li>• observations of practical skills during real time simulated or work environment</li> </ul> </li> <li>4. <u>Work placement Logs and reports:</u> <ul style="list-style-type: none"> <li>• logbook maintained during mandatory work placements, detailing activities and reflections.</li> </ul> </li> </ol> <p>Specific evidence gathering techniques for each unit of competency is detailed in the course assessment plan.</p> <p>Assessment is conducted throughout the course guided by the course scope and sequence and the student cohort.</p>



<p>Learner Support</p>	<p>The NSW Education Standards Authority (NESA) provide documentation to support students with special needs in Vocational Education and Training courses. Specific information and examples of adjustments can be found in NESA at <a href="#">VET courses and students with disability</a></p> <p>Trainers have access to a student's evidence of adjustments to teaching and learning. For example, Learning and Support Plan (LSP), personalised learning plan (ILP or PLP) or other evidence of additional support for the student. This may include:</p> <ul style="list-style-type: none"> <li>• accessible classrooms</li> <li>• extended time for training</li> <li>• additional support, both off the job and in the workplace.</li> <li>• note-taking support</li> <li>• course material in alternate formats—electronic, large print, braille</li> <li>• use of assistive technology</li> <li>• extra time or extensions for homework and formal assessments</li> <li>• modified assessment tasks for accessibility</li> <li>• an Auslan interpreter, or</li> <li>• other adjustments as required</li> </ul>
<p>Reasonable Adjustments</p>	<div> <div> <p><b>Students with identified learning needs requiring reasonable adjustment beyond differentiation for learning and assessment:</b></p> <p>Students with identified learning needs may require adjustments to both learning and assessment strategies, as well as additional time or support, to demonstrate the required level of competence in both off classroom and workplace settings. These adjustments should be tailored to the individual student's needs and abilities.</p> <p>Reasonable modifications to delivery and assessment are allowed, as long as they comply with the industry competency standards outlined in the Training Package and adhere to the <a href="#">Disability Standards and Guidelines</a>.</p> </div> <div> <p>Are there students with special needs in the class?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>NB: Trainer to ensure they have access to all relevant information</p> </div> </div>
<p>Differentiation</p>	<div> <div> <p><b>Students requiring differentiation for learning:</b></p> <p>Effective differentiation occurs when trainers modify content, processes, products, and the learning environment to align with each student's readiness, interests, and learning profile. The specific adjustments trainers make depend on the unique needs of the students in the class.</p> <p>Under DoE policy, trainers must ensure all students' needs are met, and differentiation is implemented in their classrooms, including those without a formal diagnosis of learning needs.</p> <p>Various strategies for supporting differentiated learning can be found at: <a href="#">Strategies for Differentiation</a></p> </div> <div> <p>Are there students who require differentiation in the class?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>NB: Trainer to ensure they have access to all relevant information</p> </div> </div>

SBATS	<b>SBAT work requirements</b>  Students enrolled in the CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) as part of a School Based Apprenticeship or Traineeship (SBAT) are required to complete a minimum of 144 days (7 hours per day) of paid workplace learning. This provides them practical experience, allowing them to apply course knowledge in a real-world environment.	Is there a School Based Trainee in this cohort <div><input type="checkbox"/> NO<input type="checkbox"/> YES</div> Teacher to follow appropriate SBAT procedure.
Trainer and Assessor Competency	<p>The NSW Department of Education has verified the qualifications of each VET trainer delivering AQF qualifications. They are required to hold the TAE40116 Certificate IV in Training and Assessment or the TAESS00019 Assessor Skill Set. The Authority to Deliver (ATD) for each site, developed by the RTO and acknowledged by the Site Manager (Principal) or their delegate ensures trainers have current industry skills and knowledge relevant to the training product and provides authorisation for them to deliver qualifications within the scope of registration.</p> <p>The RTO facilitates various opportunities for VET trainers to maintain relevant industry competencies, experience and knowledge as well as a practical understanding of current industry practices. The RTO’s document management system contains data for each VET trainer, including records of qualifications, experience and currency in both course content and training and assessment competence.</p> <p>All newly trained VET trainers in the RTO attend an orientation program. If a trainer is not fully accredited in training and assessment, the RTO will implement a Supervised Delivery Plan (SDP) detailing arrangements and identifying a mentor who is an accredited trainer and assessor to provide interim support.</p>	
National Recognition and Advance Standing	<p>Students may apply for Recognition of Prior Learning (RPL) on enrolment. RPL is an assessment process and students may be asked to complete a skills assessment and provide evidence of prior learning. Evidence will be submitted and stored.</p> <p>Credit Transfer is based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript. Evidence will be submitted and stored.</p>	
Facilities, Resources and Equipment	<p>The RTO ensures all students have access to the necessary facilities and equipment required for the delivery and assessment of CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3). This information is outlined in the course information guide (CIG)</p> <p>Each site manager (Principal) ensures provision of the necessary equipment for course delivery and assessment as required by the Training Package.</p> <p>The RTO provides training and assessment materials and tools, version-controlled documentation and links to relevant websites on the document/learning management systems. NSW Education Standards Authority (NESA) syllabus documents and support package that provides information on resources and support for students with differentiated learning requirements</p>	

Validation Plan	A systematic approach to the review and validation of assessment tools is implemented. NSW Department of Education has developed a support document and checklist to facilitate this process. Stakeholders involved in the assessment validation process include RTO management staff, supervisors, trainers and where possible, industry representatives.
Industry Engagement	<p>This TAS has been created through a collaborative process involving Curriculum Development Team (CDT), the Industry Training Advisory Body (ITAB) and experienced and qualified trainers. Information is gathered from a variety of sources to report on strategies, practices and industry skills of trainers. This occurs:</p> <ul style="list-style-type: none"> <li>• in the development of the syllabus from the training package. NSW Education Standards Authority (NESA) have considerable consultation with industry bodies and trainers</li> <li>• when trainers consult with employers before, during and/or at the completion of work placement</li> <li>• as part of the validation process when industry representatives provide advice on the quality of delivery and assessment strategies</li> <li>• when feedback is obtained from employer surveys.</li> </ul>



Course Plan	Unit Status	Unit Code	Unit Title	Pre/Co requisite	NESA indicative hours	NESA HSC group
	Units of Competency					
	CP Core	<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the construction Industry	Nil	20	Mandatory
	CP Core	<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the construction Industry	Nil	30	Mandatory
	CP Core	<a href="#">CPCCOM1013</a>	Plan and organise work	Nil	15	Mandatory
	CP Core	<a href="#">CPCCVE1011</a>	Undertake a basic construction project	CPCCWHS2001	25	Elective
	CP Core	<a href="#">CPCCOM1015</a>	Carry out measurement and calculations	Nil	20	Mandatory
	CP Elective	<a href="#">CPCCCM1011</a>	Undertake basic estimation and costing	Nil	25	Elective
	C Core	<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications	CPCCWHS2001	20	Mandatory
	CP Elective B	<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment	CPCCWHS2001	10	Elective
	CP Elective B	<a href="#">CPCCCA2011</a>	Handle carpentry materials	CPCCWHS2001	20	Elective
	C Core	<a href="#">CPCCCM2005</a>	Use construction tools and equipment	CPCCWHS2001	20	Mandatory
	CP Imported Elective	<a href="#">CPCWHS1001</a>	Prepare to work safely in the construction industry	Nil	0	Elective
	CP Elective F	<a href="#">CPCCJN2001</a>	Assemble components	CPCCWHS2001	15	Elective
	C Imported Elective	<a href="#">CPCCJN3004</a>	Manufacture and assemble joinery components	CPCCWHS2001	25	Elective

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
Task 1 – White Card	CPCWHS1001	Prepare to work safely in the construction industry	X		X
Task 2 – Tools and equipment	CPCCCA2002	Use carpentry tools and equipment	X		X
	CPCCCM2005	Use construction tools and equipment	X		X
	CPCCCA2011	Handle carpentry materials	X		X
Task 3 – Work safe	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X	X	X
Task 4 – Working it out	CPCCCM1011	Undertake basic estimation and costing	X	X	X
	CPCCOM1015	Carry out measurements and calculations	X	X	X
Task 5 – Joinery	CPCCJN2001	Assemble components	X	X	X
	CPCCJN3004	Manufacture and assemble joinery components	X	X	X
Task 6 – Project planning	CPCCOM2001	Read and interpret plans and specifications	X	X	X
	CPCCOM1013	Plan and organise work	X	X	X
Task 7 – Group project	CPCCVE1011	Undertake a basic construction project	X	X	X
	CPCCOM1012	Work effectively and sustainably in the Construction Industry	X	X	X

# Scope and Sequence Schedule - Construction 2 Units x 2 Years

Commencing 2025

## Term 1 - Year 11 (Preliminary) year of study

This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

Weeks											
Term 1	1	2	3	4	5	6	7	8	9	10	11
VET Course Induction	No Students										
<b>Task 1:</b> (6 hours) White Card – usually delivered in one day. <i>Only leave the week/s you intend to deliver, filled with colour.</i>											
CPCWHS1001	Prepare to work safely in the construction industry	No Students									
<b>Task 2:</b> (50 Hours) Tools and equipment											
CPCCCA2002	Use carpentry tools and equipment	No Students									
CPCCCM2005	Use construction tools and equipment										
CPCCCA2011	Handle carpentry materials										
<b>Task 3:</b> (20 Hours) Work safe											
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	No Students									

## Scope and Sequence Schedule - Construction 2 Units x 2 Years

2025

Term 2 - Year 11 (Preliminary) year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 2	1	2	3	4	5	6	7	8	9	10	11	
Task 2: (50 Hours) Tools and equipment												
CPCCCA2002	Use carpentry tools and equipment											N/A
CPCCCM2005	Use construction tools and equipment											
CPCCCA2011	Handle carpentry materials											
Task 4: (40 Hours) Working it out												
CPCCCM1011	Undertake basic estimation and costing											N/A
CPCCOM1015	Carry out measurements and calculations											

## Scope and Sequence Schedule - Construction 2 Units x 2 Years

2025

### Term 3 - Year 11 (Preliminary) year of study

This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

#### Weeks

Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 5: (60 Hours) Joinery												
CPCCJN2001	Assemble components											N/A
CPCCJN3004	Manufacture and assemble joinery components											

## Scope and Sequence Schedule - Construction 2 Units x 2 Years

2025

Term 4 - Year 12 HSC year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 4	1	2	3	4	5	6	7	8	9	10	11	
<b>Task 5: (60 Hours) Joinery</b>												
CPCCJN2001	Assemble components											N/A
CPCCJN3004	Manufacture and assemble joinery components											



## Scope and Sequence Schedule - Construction 2 Units x 2 Years

2026

Term 1 - Year 12 HSC year of study											
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 1	1	2	3	4	5	6	7	8	9	10	11
Task 2: (50 Hours) Tools and equipment (only required if students have not yet been deemed competent in previous terms)											
CPCCCA2002	Use carpentry tools and equipment	No Students									N/A
CPCCCM2005	Use construction tools and equipment										
CPCCCA2011	Handle carpentry materials										
Task 6: (20 Hours) Project planning											
CPCCOM2001	Read and interpret plans and specifications	No Students									N/A
CPCCOM1013	Plan and organise work										
Task 7: (80 Hours) Group project											
CPCCVE1011	Undertake a basic construction project	No Students									N/A
CPCCOM1012	Work effectively and sustainably in the Construction Industry										

## Scope and Sequence Schedule - Construction 2 Units x 2 Years

2026

Term 2 - Year 12 HSC year of study												
This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 2	1	2	3	4	5	6	7	8	9	10	11	
Task 2: (50 Hours) Tools and equipment (only required if students have not yet been deemed competent in previous terms)												
CPCCCA2002	Use carpentry tools and equipment											N/A
CPCCCM2005	Use construction tools and equipment											
CPCCCA2011	Handle carpentry materials											
Task 7: (80 Hours) Group project												
CPCCVE1011	Undertake a basic construction project											N/A
CPCCOM1012	Work effectively and sustainably in the Construction Industry											

# Scope and Sequence Schedule - Construction 2 Units x 2 Years

2026

## Term 3 - Year 12 HSC year of study

This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

Weeks												
Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 2: (50 Hours) Tools and equipment (only required if students have not yet been deemed competent in previous terms)												
CPCCCA2002	Use carpentry tools and equipment											N/A
CPCCCM2005	Use construction tools and equipment											
CPCCCA2011	Handle carpentry materials											
Task 7: (80 Hours) Group project												
CPCCVE1011	Undertake a basic construction project											N/A
CPCCOM1012	Work effectively and sustainably in the Construction Industry											

NSW Education Standards Authority (NESA) Schools Online entries for the qualification: Construction

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide. Enter all units of competency in the HSC year of study.

Enrol students in **BOTH** the **CPC20220 Certificate II in Construction Pathways** and **CPC20120 Certificate II in Construction**.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. Stage 6 (including Early Commencement) Students must have completed All My Own Work.

Refer to [NESA key dates](#)

**NESA Course Number:** 26211 2 Units x 2 Years

Year 11 (Preliminary) year of study		Year 12 (HSC) year of study	
Enter only the units of competency (UoC) below in Year 11		Enter the units of competency below AND all Year 11 (Preliminary) units	
Task 2's UoC's can be credentialled in either the Preliminary or HSC year depending on class/student progress. Please modify to suit your school context.			
CPCWHS1001	Prepare to work safely in the construction industry	CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCCM1011	Undertake basic estimation and costing	CPCCJN2001	Assemble components
CPCCOM1015	Carry out measurements and calculations	CPCCJN3004	Manufacture and assemble joinery components
CPCCCA2002	Use carpentry tools and equipment	CPCCOM2001	Read and interpret plans and specifications
CPCCCM2005	Use construction tools and equipment	CPCCOM1013	Plan and organise work
CPCCCA2011	Handle carpentry materials		

NSW Department of Education - 90333 ensures students receive their AQF certification documentation upon completion of their training program, having engaged NESA to issue the credentials within 30 days of course completion. Students must download an electronic copy of their qualification and transcript from their Students Online account available at [NESA students online](#) prior to 30 June of the following year. After this, students can contact [NESA](#) for additional copies of their transcript.

## Training and Assessment Strategy Review

When there is a change to the training package the Curriculum Implementation Committee will review the TAS. Organisational resources, industry and student needs are considered in this review. These changes could include risk factors including:

- a significant issue notified by the relevant department/agency or by ASQA
- significant changes in identified cohort and or client needs
- delivery mode/s
- assessment methods
- electives
- resources/availability
- or as a result of planned reviews, such as internal reviews/audits validation outcomes
- and/or feedback received from stakeholders precipitating review action.

A record of relevant data, feedback or changes contributing to the review and its approval will be maintained. The RTO complies with the Australian Quality Standards Authority (ASQA) [General Direction: Learner Transition](#).

### Trainer Sign-off:

<b>Trainer Name:</b>		<b>School:</b>	
<b>Trainer Signature:</b>		<b>Date:</b>	

### TAS Authorisation:

<b>Authorised by:</b>	Heather White	<b>Position:</b>	VET Curriculum and RTO Quality Coordinator
<b>Authorised Signature:</b>	<i>Heather White</i>	<b>Next Review Date:</b>	September 2025