



Training and assessment strategy

AVI30419 Certificate III in Aviation (Remote Pilot)

Burnside State High School

QCAA standardised training and assessment strategy document, updated December 2019

Section 1 Program overview

1.1 National requirements			
Qualification code	AVI30419		
Qualification title	Certificate III in Aviation (Remote Pilot)		
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	AVI		
Current release date	As per TGA	Release number	1
Training package title	Aviation Training Package		
National register	https://training.gov.au/Training/Details/AVI30419		
Companion volume	AVI Training Package Companion Volume Implementation Guide available on VET Net:		
Qualification status	Current	Where a qualification is no longer current and has not been superseded , all students' training and assessment must be completed and the relevant AQF certification issued within a period of two years from the date the qualification was removed or deleted from the National Register. Where a qualification on the RTO's scope of registration is superseded , all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement within a period of one year from the date the replacement qualification was released on the National Register.	
Superseded, deleted or no longer current date	Choose change of status date		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	Not applicable or choose date		
TAS has been developed through industry engagement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (See Section 7)	Total number of proposed assessment tools for this qualification	10 (See Section 3)
Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	28/01/2020	TAS monitoring date (See Section 11)	Choose monitoring date.
Developed for: (Select one only)	<input type="checkbox"/> individual student/s	Name/s of individual student/s	
	<input checked="" type="checkbox"/> class cohort	Current number of students enrolled	
A representative sample of assessment tools has been validated	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	Choose start date Choose end date
RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	RTO has checked other printed and electronic student information/data for compatibility with TAS	<input type="checkbox"/> Yes <input type="checkbox"/> No



1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
<p>Qualification description and job roles</p>	<p>This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.</p> <p>Remote pilots operating at this level will apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regulatory parameters.</p> <p>Licensing, legislative or certification requirements apply to this qualification at the time of publication. This qualification aligns to Remote Pilot Licensing requirements described in Civil Aviation Safety Regulation (CASR) Part 101 — Unmanned aircraft and rockets and Part 101 Manual of Standards.</p> <p>Civil and military personnel seeking certification as remote pilots should check requirements with CASA.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Packaging rules</p>	<p>A minimum of 14 units of competency comprising: 9 core units listed below plus 2 elective units selected from the Group A : General, plus At least 1 elective unit selected from the Group B : Specialist elective, plus At least 2 units selected from the Group C : Operation type elective units listed below The following unit has a prerequisite unit: <ul style="list-style-type: none"> ▪ AVIY0025 Operate powered lift and tilt rotor remote pilot aircraft systems. https://training.gov.au/Training/Details/AVI30419 </p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<p>General entry requirements (Adjust as appropriate)</p>	<p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level • attend and participate in scheduled training and assessment • participate in workplace tasks to employer expectations • be able to work in an industry environment and handle industry standard equipment • comply with Burnside SHS RTO code of conduct requirements, directions on work, and health and safety matters. • A students' foundation skill level will be gaged through One School data profiles and consultations with learning support teachers prior to enrolment to check the suitability for this course against required ACSF level. • Any gaps with the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required. • Exceptional behaviour 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Specific entry and/or completion requirements (Adjust as appropriate)</p>	<p>Specific entry requirements exist <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Requirements to commence/complete some units within this qualification:</p> <p>one or more of the following:</p> <ol style="list-style-type: none"> a) Undertaken the subject Drones and Modern Flight (DMF) in year 10. b) A member of Burnside SHS drone club. c) Student arranged demonstrated RPAS competence <p>CASA requirements</p> <p>"An Aircraft Radio Operator Certificate (AROC) is awarded to anyone who successfully completes a training syllabus at a flying school or through an approved person/organisation. An AROC is required if you need to operate a radio on any of the aviation frequencies. To be awarded your AROC, also requires that you have been assessed to meet the English standards of either:</p> <ul style="list-style-type: none"> • General English Language Proficiency (GELP); or • Aviation English Language Proficiency (AELP) at level 4, 5 or 6". <p>The training package does not allow for an AROC, therefore an ELP will be an optional requirement. A simulated ELP will be conducted as part of the course.</p> <p>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Access and reasonable adjustments (Adjust as appropriate)	<p>The RTO has advised students in print or electronically that reasonable adjustments may be available. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>When appropriate, reasonable adjustments will be applied by Burnside SHS RTO to take into account the individual student's needs.</p> <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery (Adjust as appropriate)	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> • face-to-face in a simulated workplace environment for required performance and knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location (Adjust as appropriate)	<p>Multiple delivery locations are used.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The delivery location is the principal place of business of the RTO.</p> <p><i>BURNSIDE STATE HIGH SCHOOL</i> <i>51 BLAXLAND RD</i> <i>BURNSIDE QLD</i></p>	<p>Locations of additional campuses where training or assessment services are provided.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration	<p>Total program duration for delivery and assessment is:</p> <p><input type="checkbox"/> 6 months <input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years <input type="checkbox"/> 3 years</p> <p>3 x 70 minute lessons per week Students will also be required to complete independent study time outside of these timetabled lessons</p>	<p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of training and volume of learning	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is:</p> <p><input type="checkbox"/> 55 hours <input type="checkbox"/> 110 hours <input checked="" type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
	<p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <ul style="list-style-type: none"> • Workplace excursions and/or instruction • Catch up sessions scheduled during exam block • Personal study time, either at school or home • 120 hours will be contributed to the total hours through the student's enrolment 10 DMF as a school subject, or a member of the school Drone club or student arranged RPAS experience • Additional language literacy and numeracy training while enrolled and undertaking full time school based studies • Online learning activities <p>The total volume of learning for this program is:</p> <p><input type="checkbox"/> 600–1200 hours (Certificate I and II)</p> <p><input checked="" type="checkbox"/> 1200–2400 hours (Certificate III and IV)</p>	
<p>Learning resources</p>	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment. <p>Learners in this cohort are school students. The school will schedule supervised training and assessment sessions based on the school timetable. Negotiation on support for students to develop the required skills and knowledge in addition to scheduled hours is available to students.</p> <p>Full details on accessing additional support are contained in the student handbook.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Assessment resources (Adjust as appropriate)</p>	<ul style="list-style-type: none"> • Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. • Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously. 	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Students from other schools (Adjust as appropriate)</p>	<ul style="list-style-type: none"> • Students not enrolled with the school but seeking enrolment for this VET program delivered by the RTO may become fee-paying students. Where this is the case, students have been advised in writing or electronically. • The fee for this program is: \$000.00 • The fee includes: <ul style="list-style-type: none"> - <p>The RTO charges fees for students not enrolled with the school.</p> <p>No</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM				
Students from the school (Adjust as appropriate)	<ul style="list-style-type: none"> Students enrolled with the school may have to pay fees for this VET program. Where this is the case, students have been advised in writing or electronically. The fee for this program is: \$90 The fee includes: guest speakers, booklets, drone materials and excursions. Student can select to purchase the built drone at an extra \$175 - <p>The RTO charges fees for students enrolled with the school. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Early termination or withdrawing from the program Fee refund	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program or students withdraw from the VET program:</p> <ul style="list-style-type: none"> students will be issued with a Statement of Attainment for any successfully completed units of competency any fees paid toward the program will be refunded on a pro rata basis or as explained in the RTO refund policy. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
	<p>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination or withdrawal from the program. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> Will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. Will be done under the specific assessment conditions required by the units. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Work placement requirements (Adjust as appropriate)	<p>Work placement or experience.</p> <p>The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.</p> <p>Work placement or experience is required for this program. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Third party arrangements (Adjust as appropriate)	<table border="1"> <tr> <td>No services are delivered on behalf of the RTO.</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> <tr> <td>Some services are provided by a third party on behalf of the RTO.</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table> <p>• 'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</p>	No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM											
	<table border="1"> <tr> <td data-bbox="472 318 708 407">QCAA has been notified of the third party arrangement.</td> <td data-bbox="715 318 817 407"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> <td data-bbox="823 318 1216 1025" rowspan="5"> <ul style="list-style-type: none"> • Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. • The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf. • When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary. </td> </tr> <tr> <td colspan="2" data-bbox="472 416 817 488">Third party name</td> </tr> <tr> <td colspan="2" data-bbox="472 497 817 568">Third party RTO number</td> </tr> <tr> <td colspan="2" data-bbox="472 577 817 649">Third party phone number</td> </tr> <tr> <td colspan="2" data-bbox="472 658 817 1016">Summary of services provided in relation to specific units of competency</td> </tr> </table>	QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> • Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. • The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf. • When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary. 	Third party name		Third party RTO number		Third party phone number		Summary of services provided in relation to specific units of competency		
QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> • Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. • The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf. • When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary. 											
Third party name													
Third party RTO number													
Third party phone number													
Summary of services provided in relation to specific units of competency													
Educational and support services	<ul style="list-style-type: none"> • Learners in this cohort are school students in Years 10 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge. • Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. <p>The RTO delivers services to students in the juvenile justice system.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none"> • if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version • if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											

1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met:</p> <ul style="list-style-type: none"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a Statement of Attainment will be issued if the qualification in which the learner is enrolled is partially complete. <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	<ul style="list-style-type: none"> • The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual. • The consequences of not providing the RTO with a USI have been explained to the student. • Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the National Register (training.gov.au) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If a student already holds a unit of competency</p> <p>If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p> <p>Refer to Student Handbook for VET and available electronically at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has advised students in print or electronically of RPL arrangements. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
Replacement of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue.</p> <p>The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.</p>	<p>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly <ul style="list-style-type: none"> the holder of the qualification the AQF qualification by its full title date of issue/award/conferral have a policy that permits replacement of certification documentation be responsible for authentication and verification of any replacement certification documentation. <p>See www.aqf.edu.au/aqf-policies.</p>
	<p>The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	
	<p>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
<p>Recording results (Adjust as appropriate)</p>	<ul style="list-style-type: none"> RTO management records student enrolment data in QCAA approved software within the first term of the student's commencement of the VET program. Evidence-gathering tools are used to make decisions about a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program or the end of the program's duration period. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Management software approved by QCAA. All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Student profiles (Adjust as appropriate)	<ul style="list-style-type: none"> • Student profiles are updated by the assessor and are accessible to students on request. • Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. • RTO management uses final outcomes recorded in student profiles to update Student Management. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> • All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. • A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Data privacy and reporting	<p>The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • Students are informed that personal information will be collected and reported on their behalf. • Student declarations and consent of the RTO's privacy notice are retained (for 2018 only). 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Use of personal email addresses	<p>The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • Agreed email addresses provide the same acknowledgment as a signature. • The RTO has recorded students and assessors email addresses. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Complaints	<p>The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • A complaint may involve the conduct of the RTO's officers, students or third-party service providers of the RTO. • Any RTO officer may receive a complaint verbally, in writing or electronically. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appeals	<p>The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • There are two types of appeals that can be lodged: <ul style="list-style-type: none"> – appeal of final assessment decision – appeal of any other RTO decision. • Appeals must be submitted to the RTO in writing using the RTO's appeal form. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Publicly availability (Adjust as required)	<p>The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see:</p> <ul style="list-style-type: none"> • School Website https://burnsideshs.eq.edu.au/curriculum/vocational-education 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

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

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

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

2.1 Core and elective units being offered			
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?	Potential higher risk unit
AVIF0021 - Manage human factors in remote pilot aircraft systems operations https://training.gov.au/Training/Details/AVIF0021	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIH0006 - Navigate remote pilot aircraft systems https://training.gov.au/Training/Details/AVIH0006	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIW0028 - Operate and manage remote pilot aircraft systems https://training.gov.au/Training/Details/AVIW0028	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIW0004 - Perform operational inspections on remote operated systems https://training.gov.au/Training/Details/AVIW0004	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIY0052 - Control remote pilot aircraft systems on the ground https://training.gov.au/Training/Details/AVIY0052	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIY0023 - Launch, control and recover a remotely piloted aircraft https://training.gov.au/Training/Details/AVIY0023	Core Unit	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AVIY0053 - Manage remote pilot aircraft systems energy source requirements https://training.gov.au/Training/Details/AVIY0053	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations https://training.gov.au/Training/Details/AVIY0031	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations https://training.gov.au/Training/Details/AVIZ0005	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
AVIE0003 - Operate aeronautical radio https://training.gov.au/Training/Details/AVIE0003	Group A	<input type="checkbox"/>	<input type="checkbox"/>
AVIF0034 - Apply aviation work health and safety procedures https://training.gov.au/Training/Details/AVIF0034	Group A	<input type="checkbox"/>	<input type="checkbox"/>
AVIY0027 - Operate multi-rotor remote pilot aircraft systems https://training.gov.au/Training/Details/AVIY0027	Group B	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AVIW0006 - Perform infrastructure inspections using remote operated systems Perform infrastructure inspections using remote operated systems https://training.gov.au/Training/Details/AVIW0006	Group C	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AVIY0026 - Conduct aerial application operations using remote pilot operated systems https://training.gov.au/Training/Details/AVIY0026	Group C	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.2 Optional units and flexibility

Nil

2.3 Higher risk units

Do any units have potentially higher risks?

Yes No

When units of competency offered to students include potentially higher risks, the RTO has identified these units and conducted a documented risk assessment to mitigate risks and enable the activity to be conducted safely.

Has a risk assessment been conducted?

Yes No

The following table includes examples of some potentially higher risk categories. This is not an exhaustive list.

Type of unit	Trainer/assessor might require one or more of the following:	Students might require one or more of the following:
Welding Chemicals Animals Vehicles First aid Chainsaws Coaching Construction Training minors Coaching Child care Aged care Quad bikes Retail/Sales Providing advice	<ul style="list-style-type: none"> • Statement of attainment • Trade certificate • VET AQF certification • Licences • Verifiable evidence of currency • Industry recognised certificate • White card 	<ul style="list-style-type: none"> • Blue card • White card • First Aid Statement of attainment • Relevant level maturity
Specific industry experience Hospitality Civil construction Sport and recreation Agriculture	<ul style="list-style-type: none"> • Verifiable details in staff profile to support length of time in industry relevant to the skills and knowledge requirements. • Risk assessment evidence from the RTO 	<ul style="list-style-type: none"> • Ability to demonstrate skills in a specific environment/context.

Section 3 Program assessment details

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

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

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

3.1 Developing assessment tools

Use these six steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions, and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard.

Summarise each of these assessment activities in Section 3.4.

3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories:
 - direct observations of student activity
 - questions — written, online or direct (verbal)
 - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

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

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

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
 - student and assessor identification
 - dates or date ranges for completions
 - all units of competency the student is enrolled in, including code and title of qualification
 - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
 - name of RTO
 - student year level.

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

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

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

3.2 Student work

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

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

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

3.4 Program details

3.4 Program details											
Project 1	RPAS Regulations										
Estimated duration	5 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code						
This project describes the skills and knowledge required to follow use and find regulations required of a remote pilot. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project.	AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations		Observation checklist	<input type="checkbox"/>							
			Questions checklist	<input checked="" type="checkbox"/>	P1T1						
			Review of product/service against specifications	<input type="checkbox"/>							
			Review folio of work against specifications	<input checked="" type="checkbox"/>	P1T2						
			Third party report	<input type="checkbox"/>							
			Safety induction checklist	<input type="checkbox"/>							
		<table border="1"> <thead> <tr> <th>Task</th> <th>Task outline</th> </tr> </thead> <tbody> <tr> <td>Task 1 regulations questions</td> <td>Range of regulation questions- organisational policies and procedures; legal obligations, requirements; state and commonwealth laws</td> </tr> <tr> <td>Task 2 Regulations Folio</td> <td>using technology to compile regulations</td> </tr> </tbody> </table>	Task	Task outline	Task 1 regulations questions	Range of regulation questions- organisational policies and procedures; legal obligations, requirements; state and commonwealth laws	Task 2 Regulations Folio	using technology to compile regulations			
Task	Task outline										
Task 1 regulations questions	Range of regulation questions- organisational policies and procedures; legal obligations, requirements; state and commonwealth laws										
Task 2 Regulations Folio	using technology to compile regulations										
Project 2	Radio Knowledge and Operations										
Estimated duration	5 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code						
	AVIE0003 - Operate aeronautical radio		Observation checklist	<input checked="" type="checkbox"/>	P2T1						

3.4 Program details

This project describes the skills and knowledge required to operate and problem solve aeronautical radio. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project.			Questions checklist	<input checked="" type="checkbox"/>	P2T2
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 3	Human factors				
Estimated duration	5 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		Assessment tools mapped on separate document
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
This project describes the skills and knowledge required to safely fly a RPAS by mitigating any human risk factors. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project	AVIF0021 - Manage human factors in remote pilot aircraft systems operations		Observation checklist	<input type="checkbox"/>	
	AVIF0034 - Apply aviation work health and safety procedures		Questions checklist	<input checked="" type="checkbox"/>	P3T1 P3T2
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	P3T3
			Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>		
	Task	Task outline			
	Task1 Physiological factors questions	Source and limitations of the human physiological are identified and controlled			
	Task2 Attitude factors questions	Source and limitations of the human attitudes are identified and controlled			
	Task 3	Identify human factors threats and develop controlling countermeasures			

3.4 Program details

		Report on countermeasures				
Project 4	Power control					
Estimated duration	5 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code	
This project describes the skills and knowledge required to safely manage energy sources and make required calculations. Evidence is recorded in the student profile as satisfactory or unsatisfactory. Final unit outcome results from completing this project	AVIY0053 - Manage remote pilot aircraft systems energy source requirements		Observation checklist	<input checked="" type="checkbox"/>	P4T3	
			Questions checklist	<input checked="" type="checkbox"/>	P4T1 P4T2	
			Review of product/service against specifications	<input type="checkbox"/>		
			Review folio of work against specifications	<input type="checkbox"/>		
			Third party report	<input type="checkbox"/>		
			Safety induction checklist	<input type="checkbox"/>		
Project 5	Controlling risk during flight					
Estimated duration	5 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code	
			Observation checklist	<input type="checkbox"/>		

3.4 Program details

<p>This project describes the skills and knowledge required to control and recover flight systems in abnormal situations. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project</p>	AVIY0023 - Launch, control and recover a remotely piloted aircraft AVIF0034 - Apply aviation work health and safety procedures		Questions checklist	<input checked="" type="checkbox"/>	P5T1
			Review of product/service against specifications	<input checked="" type="checkbox"/>	P5T3
			Review folio of work against specifications	<input checked="" type="checkbox"/>	P5T2
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 6	Ready for flight				
Estimated duration	10 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		Assessment tools mapped on separate document
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code	
<p>This project describes the skills and knowledge required to manage and maintain control the systems of an RPAS checking against administration procedures and developed checklists. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project</p>	AVIW0028 - Operate and manage remote pilot aircraft systems AVIY0052 - Control remote pilot aircraft systems on the ground AVIW0004 - Perform operational inspections on remote operated systems		Observation checklist	<input type="checkbox"/>	
			Questions checklist	<input checked="" type="checkbox"/>	P6T1
			Review of product/service against specifications	<input checked="" type="checkbox"/>	P6T2
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	

3.4 Program details

Project 7		Controlled flight (circuits)																	
Estimated duration	20 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code													
<p>This project describes the skills and knowledge required to pilot a RPAS on circuits with consideration to pre and post flight, launch and land, return to home automation. Evidence is recorded in the student profile as satisfactory or unsatisfactory. Final unit outcome results from completing this project</p>		<p>AVIW0028 - Operate and manage remote pilot aircraft systems AVIY0053 - Manage remote pilot aircraft systems energy source requirements AVIY0023 - Launch, control and recover a remotely piloted aircraft AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations AVIY0027 - Operate multi-rotor remote pilot aircraft systems</p> <table border="1"> <thead> <tr> <th>Task</th> <th>Task outline</th> </tr> </thead> <tbody> <tr> <td>Task 1 Pre-flight observations</td> <td>Complete pre-flight inspection requirement</td> </tr> <tr> <td>Task 2 Post-flight observations</td> <td>Complete post-flight inspection requirement</td> </tr> <tr> <td>Task 3 RPAS launch and land observations</td> <td>RPAS is launched and landed with control and awareness</td> </tr> <tr> <td>Task 4 Circuit observations</td> <td>Circuits are completed with control</td> </tr> <tr> <td>Task 5 Awareness observations</td> <td>Pilot is aware of potential hazards and responds appropriately</td> </tr> </tbody> </table>		Task	Task outline	Task 1 Pre-flight observations	Complete pre-flight inspection requirement	Task 2 Post-flight observations	Complete post-flight inspection requirement	Task 3 RPAS launch and land observations	RPAS is launched and landed with control and awareness	Task 4 Circuit observations	Circuits are completed with control	Task 5 Awareness observations	Pilot is aware of potential hazards and responds appropriately	Observation checklist	<input checked="" type="checkbox"/>	P7T3 P7T4 P7T5	
				Task	Task outline														
				Task 1 Pre-flight observations	Complete pre-flight inspection requirement														
				Task 2 Post-flight observations	Complete post-flight inspection requirement														
				Task 3 RPAS launch and land observations	RPAS is launched and landed with control and awareness														
				Task 4 Circuit observations	Circuits are completed with control														
				Task 5 Awareness observations	Pilot is aware of potential hazards and responds appropriately														
Questions checklist	<input checked="" type="checkbox"/>	P7T1 P7T2																	
Review of product/service against specifications	<input type="checkbox"/>																		
Review folio of work against specifications	<input type="checkbox"/>																		
Third party report	<input type="checkbox"/>																		
Safety induction checklist	<input type="checkbox"/>																		

3.4 Program details

Project 8		Flight plan				
Estimated duration	5 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
This project describes the skills and knowledge required to plan and present a flight using all available technologies. Evidence is recorded in the student profile as satisfactory or unsatisfactory. Final unit outcome results from completing this project		AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations AVIH0006 - Navigate remote pilot aircraft systems AVIE0003 - Operate aeronautical radio		Observation checklist	<input checked="" type="checkbox"/>	P8T2
				Questions checklist	<input type="checkbox"/>	
				Review of product/service against specifications	<input type="checkbox"/>	
				Review folio of work against specifications	<input checked="" type="checkbox"/>	P8T1
				Third party report	<input type="checkbox"/>	
				Safety induction checklist	<input type="checkbox"/>	
Project 9		Flight mission (infrastructure)				
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
This project describes the skills and knowledge required to develop and implement search mission being aware of regulations, administration and RPAS control. Evidence is recorded in the student profile as satisfactory or unsatisfactory. Final		AVIF0021 - Manage human factors in remote pilot aircraft systems operations AVIY0052 - Control remote pilot aircraft systems on the ground AVIW0004 - Perform operational inspections on remote operated systems		Observation checklist	<input checked="" type="checkbox"/>	P9T4 P9T1
				Questions checklist	<input type="checkbox"/>	
				Review of product/service against specifications	<input type="checkbox"/>	

3.4 Program details

unit outcome results from completing this project	AVIY0027 - Operate multi-rotor remote pilot aircraft systems AVIW0006 - Perform infrastructure inspections using remote operated systems Perform infrastructure inspections using remote operated systems		Review folio of work against specifications	<input checked="" type="checkbox"/>	P9T3 P9T2 P9T5												
			Third party report	<input type="checkbox"/>													
			Safety induction checklist	<input type="checkbox"/>													
<table border="1"> <thead> <tr> <th>Task</th> <th>Task outline</th> </tr> </thead> <tbody> <tr> <td>Task 1 Complete systems checklist</td> <td>Complete checklist of UAV and ground station</td> </tr> <tr> <td>Task 2 Fight plan</td> <td>Develop flight plan for infrastructure to be assessed</td> </tr> <tr> <td>Task 3 Human risk report</td> <td>Develop a human risk mitigation stratagem for the planned flight</td> </tr> <tr> <td>Task 4 Flight observations</td> <td>Navigate and control the RPAS for the planned flight</td> </tr> <tr> <td>Task 5 Final product</td> <td>Images are filed</td> </tr> </tbody> </table>		Task	Task outline	Task 1 Complete systems checklist	Complete checklist of UAV and ground station	Task 2 Fight plan	Develop flight plan for infrastructure to be assessed	Task 3 Human risk report	Develop a human risk mitigation stratagem for the planned flight	Task 4 Flight observations	Navigate and control the RPAS for the planned flight	Task 5 Final product	Images are filed				
Task	Task outline																
Task 1 Complete systems checklist	Complete checklist of UAV and ground station																
Task 2 Fight plan	Develop flight plan for infrastructure to be assessed																
Task 3 Human risk report	Develop a human risk mitigation stratagem for the planned flight																
Task 4 Flight observations	Navigate and control the RPAS for the planned flight																
Task 5 Final product	Images are filed																
Project 10	Flight Mission (photography)																
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code													
This project describes the skills and knowledge required to execute a given photographic flight plan, using radios communications, risk control, and RPAS control. Evidence is recorded in the student profile as satisfactory or unsatisfactory. Final unit outcome results from completing this project	AVIW0004 - Perform operational inspections on remote operated systems		Observation checklist	<input checked="" type="checkbox"/>	P10T3												
	AVIY0027 - Operate multi-rotor remote pilot aircraft systems		Questions checklist	<input type="checkbox"/>													
	AVIY0026 - Conduct aerial application operations using remote pilot operated systems		Review of product/service against specifications	<input type="checkbox"/>	P10T4												
	AVIH0006 - Navigate remote pilot aircraft systems		Review folio of work against specifications	<input checked="" type="checkbox"/>	P10T1 P10T2												

3.4 Program details

	Task	Task outline	Third party report	<input type="checkbox"/>	
	Task 1 Flight Plan	Develop flight plan for site to be photographed	Safety induction checklist	<input type="checkbox"/>	
	Task 2 Mission checklist report	Complete administration and inspections of mission RPAS and ground station			
	Task 3 Flight observations	Pilot RPAS with control and awareness during mission			
	Task 4 product	Create a photographic folio			

Section 4 Work experience

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

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

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

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

4.1 Work experience arrangements			
On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input checked="" type="checkbox"/>	Written agreements are in place.	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Third party report included in Section 3.4	<input type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input type="checkbox"/>
Optional	<input type="checkbox"/>	Completed risk assessment	<input type="checkbox"/>
File location of work experience agreements	Enter the pathway for the drive/file location of electronic copy of work experience arrangements.		

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