Burnside State High School
Smaller Smarter Safer

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

Queensland Government | Queensland Curriculum & Assessment Authority

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For all Queensland schools

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	☐	☐
AVIH0006 - Navigate remote pilot aircraft systems https://training.gov.au/Training/Details/AVIH0006	Core Unit	☐	☑
AVIW0028 - Operate and manage remote pilot aircraft systems https://training.gov.au/Training/Details/AVIW0028	Core Unit	☐	☐
AVIW0004 - Perform operational inspections on remote operated systems https://training.gov.au/Training/Details/AVIW0004	Core Unit	☐	☐
AVIY0052 - Control remote pilot aircraft systems on the ground https://training.gov.au/Training/Details/AVIY0052	Core Unit	☐	☐
AVIY0023 - Launch, control and recover a remotely piloted aircraft https://training.gov.au/Training/Details/AVIY0023	Core Unit	☐	☑
AVIY0053 - Manage remote pilot aircraft systems energy source requirements https://training.gov.au/Training/Details/AVIY0053	Core Unit	☐	☑
AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations https://training.gov.au/Training/Details/AVIY0031	Core Unit	☐	☐
AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations https://training.gov.au/Training/Details/AVIZ0005	Core Unit	☐	☑
AVIE0003 - Operate aeronautical radio https://training.gov.au/Training/Details/AVIE0003	Group A	☐	☐
AVIF0034 - Apply aviation work health and safety procedures https://training.gov.au/Training/Details/AVIF0034	Group A	☐	☐
AVIY0027 - Operate multi-rotor remote pilot aircraft systems https://training.gov.au/Training/Details/AVIY0027	Group B	☐	☑

AVIW0006 - Perform infrastructure inspections using remote operated systems Perform infrastructure inspections using remote operated systems https://training.gov.au/Training/Details/AVIW0006	Group C	☐	☑
AVIY0026 - Conduct aerial application operations using remote pilot operated systems https://training.gov.au/Training/Details/AVIY0026	Group C	☐	☑
	Choose an item.	☐	☐

2.2 Optional units and flexibility

If there are options regarding choice of electives, explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals.

For example, if there are more units listed here than required by the packaging rules, explain the options available to students and any RPL or credit transfer options.

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	• Statement of attainment • Trade certificate • VET AQF certification • Licences • Verifiable evidence of currency • Industry recognised certificate • White card	• Blue card • White card • First Aid Statement of attainment • Relevant level maturity

Specific industry experience Hospitality Civil construction Sport and recreation Agriculture	• 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	• 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.

3.3 Program details sample

Project 2						
Estimated duration	10 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**		☑ Yes ☐ No
Assessment activity		**Unit/s for which partial or complete evidence will be gathered**		**Evidence-gathering tools used**		**Tool code**
Provide a clear and concise description of the assessment activity the student will be undertaking. Unit of competency descriptors are not appropriate		A mapping document records full details of how the assessment tools are mapped to the performance requirements of parts or all of the units listed below.		Evidence gathering tools are used by the assessor doing the assessment activity. Each evidence-gathering tool must have decision making rules.		Assessment tool codes. Use this code when making validation selections.
This series of assessment activities has the student undertake routine hospitality workplace tasks during the annual events: 'Grandparents Morning Tea' and 'Arts in the Dark'. *Tasks integrate and contextualise LLN with vocational units to support achievement of competency. Students will prepare food using recipes, measuring ingredients, following workplace routines and written instructions. After each session, they will clean kitchen surfaces and record work activities on a job/time sheet.* *Assessors will review LLN and hospitality skills. Assessors will make observations, ask direct questions, review completion of typical workplace*		• *FSKDIG03 Use digital technology for routine workplace tasks* • *FSKLRG11 Use routine strategies for work-related learning* • *FSKNUM15 Estimate, measure and calculate routine metric measurements for work* • *FSKRDG10 Read and respond to routine workplace information* • *FSKWTG09 Write routine workplace texts* • *FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work* • *FSKOCM07 Interact effectively with others at work* • *FSKLRG09 Use strategies to respond to routine workplace problems* • *SITHCCC003 Prepare and present sandwiches* • *SITHACS001 Clean premises and equipment*		Observation checklist	☑	*FSK1-OBS*
				Questions checklist	☑	*FSKP1-QUEST*
				Review of product/service against specifications	☑	*FSKP1-PROD*
				Review folio of work against specifications	☐	
				Third party report	☐	
				Safety induction checklist	☑	*FSKP1-WHS*

documents, quality of food produced and cleaning performed. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. After a second series of similar assessment tasks, final outcomes may be recorded unless competency gap training is indicated.				

3.4 Program details

<table>
<tr><th colspan="6">3.4 Program details</th></tr>
<tr><td>Project 1</td><td colspan="5">RPAS Regulations</td></tr>
<tr><td>Estimated duration</td><td>5 weeks</td><td>Outcome type</td><td>☑ Interim ☐ Final</td><td>Assessment tools mapped on separate document</td><td>☑ Yes ☐ No</td></tr>
<tr><td colspan="2">Assessment activity</td><td colspan="2">Unit/s for which partial or complete evidence will be gathered</td><td colspan="2">Evidence-gathering tools used Tool code</td></tr>
<tr><td colspan="2">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 .</td><td colspan="2">AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations
<table><tr><th>Task</th><th>Task outline</th></tr><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></table></td><td colspan="2">Observation checklist ☐
Questions checklist ☑ P1T1
Review of product/service against specifications ☐
Review folio of work against specifications ☑ P1T2
Third party report ☐
Safety induction checklist ☐</td></tr>
<tr><td>Project 2</td><td colspan="5">Radio Knowledge and Operations</td></tr>
<tr><td>Estimated duration</td><td>5 weeks</td><td>Outcome type</td><td>☑ Interim ☐ Final</td><td>Assessment tools mapped on separate document</td><td>☑ Yes ☐ No</td></tr>
<tr><td colspan="2">Assessment activity</td><td colspan="2">Unit/s for which partial or complete evidence will be gathered</td><td colspan="2">Evidence-gathering tools used Tool code</td></tr>
<tr><td colspan="2"></td><td colspan="2">AVIE0003 - Operate aeronautical radio</td><td colspan="2">Observation checklist ☑ P2T1</td></tr>
</table>

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.

Task	Task outline
Task 1 **Radio equipment questions**	Range of questions, parts, trouble shooting
Task 2 **Radio use observation**	Use and phraseology ELP simulated test

Questions checklist	☑	*P2T2*
Review of product/service against specifications	☐	
Review folio of work against specifications	☐	
Third party report	☐	
Safety induction checklist	☐	

Project 3	**Human factors**				
Estimated duration	5 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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 AVIF0034 - Apply aviation work health and safety procedures	Observation checklist	☐	
		Questions checklist	☑	*P3T1* *P3T2*
		Review of product/service against specifications	☐	
		Review folio of work against specifications	☑	*P3T3*
		Third party report	☐	
		Safety induction checklist	☐	

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 Report on flight planning and countermeasures	Identify human factors threats and develop controlling countermeasures PAVE

3.4 Program details

		Report on countermeasures			

Project 4	**Power control**				
Estimated duration	5 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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	☑	*P4T2*
		Questions checklist	☑	*P4T1*
		Review of product/service against specifications	☐	
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

Task	**Task outline**
Task 1 **Energy calculations questions**	LiPo energy calculations
Task 2 **Safe battery charging observation**	Using and storing battery charge stations

Project 5	**Controlling risk during flight**				
Estimated duration	5 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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 control and recover flight systems in abnormal	AVIY0023 - Launch, control and recover a remotely piloted aircraft	Observation checklist	☐	
		Questions checklist	☑	*P5T1*

situations. Evidence is recorded in the student profile as satisfactory or unsatisfactory. No final unit outcome results from completing this project	AVIF0034 - Apply aviation work health and safety procedures **Task** / **Task outline** **Task 1** quadcopter questions: Abnormal flight problems and recovery questions; Actions checklist developed to deduce incidents **Task 2** Report on search flight plan: Report on an simulated search RPAS	Review of product/service against specifications	☑
		Review folio of work against specifications	☑ *P5T2*
		Third party report	☐
		Safety induction checklist	☐

Project 6	**Ready for flight**				
Estimated duration	10 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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 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	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 **Task** / **Task outline** **Task 1** Systems questions: RPAS ground and flight systems questions	Observation checklist	☐	
		Questions checklist	☑	*P6T1*
		Review of product/service against specifications	☑	*P6T2*
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

3.4 Program details

	Task 2 **Develop systems checklist for test flight**	Systems checklist developed for the micro quad and test flight			

Project 7	**Controlled flight (circuits)**				
Estimated duration	20 weeks	**Outcome type**	☑ Interim ☐ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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 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	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	Observation checklist	☑	*P7T3* *P7T4* *P7T5*
		Questions checklist	☑	*P7T1* *P7T2*
		Review of product/service against specifications	☐	
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

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

3.4 Program details

	Task 5 **Awareness observations**	Pilot is aware of potential hazards and responds appropriately			

Project 8	**Flight plan**				
Estimated duration	5 weeks	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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	☑	*P8T2*
		Questions checklist	☐	
		Review of product/service against specifications	☐	
		Review folio of work against specifications	☑	*P8T1*
		Report	☑	*P8T3*
		Safety induction checklist	☐	

Task	**Task outline**
Task 1 **Flight plan folio**	Report on a planned flight include safety requirements
Task 2 **Radio calls**	Demonstrate verbal call
Task 3 **Airspace Navigation**	Use application for initial site operations report

Project 9	**Flight mission (infrastructure)**				
Estimated duration	10 weeks	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ No

Assessment activity	**Unit/s for which partial or complete evidence will be gathered**	**Evidence-gathering tools used**		**Tool code**
		Observation checklist	☑	*P9T4*

3.4 Program details

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 unit outcome results from completing this project

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

AVIY0027 - Operate multi-rotor remote pilot aircraft systems

AVIW0006 - Perform infrastructure inspections using remote operated systems Perform infrastructure inspections using remote operated systems

AVIE0003 - Operate aeronautical radio

Task	Task outline
Task 1 **Complete systems report/checklist**	Complete report of UAV manager
Task 2 **Human risk report**	Develop a human risk mitigation strategy for the planned flight Develop flight plan for infrastructure to be assessed
Task 3 **Radio Communications**	Use radios to communicate as a spotter
Task 4 **Flight observations**	Navigate and control the RPAS for the planned flight
Task 5 **Final product**	Images are filed

		P9T3 *P9T5*
Questions checklist	☐	
Review of product/service against specifications	☐	
Review folio of work against specifications	☑	*P9T1* *P9T2*
Third party report	☐	
Safety induction checklist	☐	

3.4 Program details

Project 10	**Flight Mission (photography)**				
Estimated duration	10 weeks	**Outcome type**	☐ Interim ☑ Final	**Assessment tools mapped on separate document**	☑ Yes ☐ 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 AVIY0027 - Operate multi-rotor remote pilot aircraft systems AVIY0026 - Conduct aerial application operations using remote pilot operated systems AVIH0006 - Navigate remote pilot aircraft systems AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations	Observation checklist	☑	*P10T3*
		Questions checklist	☐	
		Create of product/service against specifications	☐	*P10T4*
		Review folio of work against specifications	☑	*P10T1* *P10T2*
		Third party report	☐	
		Safety induction checklist	☐	

Task	**Task outline**
Task 1 **Flight Plan**	Develop flight plan for sites to be photographed
Task 2 **Mission checklist report**	Complete administration and inspections of mission RPAS and PAVE for school flight
Task 3 **Flight observations**	Pilot RPAS with control and awareness during mission for school flight
Task 4 **product**	Create a photographic folio for school flight

3.4 Program details

Project 11	**Enter the project code**				
Estimated duration	Enter the duration expressed in weeks, terms or semesters.	**Outcome type**	☐ Interim ☐ Final	**Assessment tools mapped on separate document**	☐ Yes ☐ No

Assessment activity	**Unit/s for which partial or complete evidence will be gathered**	**Evidence-gathering tools used**		**Tool code**
Enter the project name and a brief description.	• Record unit code and title for all units evidence is being gathered for here. •	Observation checklist	☐	
		Questions checklist	☐	
		Review of product/service against specifications	☐	
		Review folio of work against specifications	☐	
		Third party report	☐	
		Safety induction checklist	☐	

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)	☑	Written agreements are in place.	☐
VET program/course requirement	☐	Realistic workplace experience	☐
RTO requirement	☐	Third party report included in Section 3.4	☐
Student wants work experience	☐	Student information in Section 1 of TAS is accurate.	☐
Optional	☐	Completed risk assessment	☐
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	
e.g. Robert Tsu Smallgoods, Brisbane	*e.g. Fast Eats Cafe, Paddington*