



# **Standard 11 Generic surface induction Course Guide**

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September 2019

Thank you for your interest in the **Standard 11 Generic surface induction**.

This Course Guide is designed to provide you with detailed course information to support deciding about whether this course is the most suitable and appropriate for your career goals and individual needs.

**Training Product**

RIISS00034 – Surface Coal Mine Safety Skill Set

Release Number: 2

Currency: Current

**Version Date**

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1/06/2018 – 31/12/2020

**Course Description**

The Standard 11 Mine Safety Induction (Surface) course provides training on the skills and knowledge required for working in surface coal mine, under the Queensland Government Mines Inspectorate's Recognised Standard 11.

**Target Participants**

ACTA Group key participant target group for this course are individuals wishing to complete initial induction requirements to be able to work in a surface mining operation.

**Course Duration**

The standard course duration is six months.

Participants may complete the program earlier than these timelines through achievement of RPL or credit transfer. Please refer to the ACTA Group Student Handbook for further information.

**Course Entry Requirements**

Nil mandatory requirements.

**ACTA Group Course Admission Requirements**

Participants must:

- Be at least 18 years of age;
- Have completed Year 10 in the Australian school system or equivalent; and
- Have language, literacy and numeracy skills equivalent to ASCF Level 1.
- Be employed in a civil construction role allowing relevant construction work to be completed, and study via a workplace supported pathway.

Once completing initial training (and receiving a Statement of Completion), participants *must be employed* in a role within a surface mining operation in order to complete onsite assessment for the issue of a Statement of Attainment in the relevant units of competency.

**Participant Identification Requirements**

Minimum identification requirements must be met prior to enrolment:

- Provision of the participant's Unique Student Identifier (USI); and
- Provision of Australian legal photo identification for assessment purposes.

**Loss of employment / workplace**

Where a participant loses their employment and access to their workplace for course delivery, the following arrangements apply:

- Participants are able to undertake an up to three month deferment of their course program while alternate employment is sought in a similar civil construction role. Should a further time period be required, an additional three month deferment of studies may also be undertaken.

- Once participants find suitable employment in a civil construction role allowing relevant civil construction work to be completed, and study via a workplace supported pathway, course delivery can resume.
- If a participant is unable to obtain suitable employment after up to 6 months of deferment of studies, the participant's course enrolment will be withdrawn.
- At any stage the participant may withdraw from their course enrolment.

### Course Fees

Please refer to ACTA Group's Schedule of Tuition Fees for further information and to determine the course fees for your course engagement: [www.actagroup.com.au](http://www.actagroup.com.au)

### Training Pathways

Further training pathways for participants considering this course include:

- RIIRIS Risk Management units
- RIIOHS Occupational Health and Safety units and Inspections,
- RIIHAN Load handling units
- RIIERR Emergency Response and Rescue units
- RIIBLA Blasting units (for shot firing)
- RII30112 Certificate III in Surface Extraction Operations
- RII30112 Certificate III in Underground Coal Operations
- RII30311 Certificate III in underground Metalliferous Mining
- RII30411 Certificate III in Resource Processing
- RII30509 Certificate III in Mining Exploration
- RII30611 Certificate III in Small Mining Operations
- RII30709 Certificate III in Mine Emergency Response and Rescue
- RII30815 Certificate III in Civil Construction Plant Operations
- RII30912 Certificate III in Civil Construction
- RII31609 Certificate III in Trenchless Technology
- RII31209 Certificate III in Civil Foundations
- RII31809 Certificate III in Drilling Operations

These courses represent a logical pathway regardless of whether ACTA Group offers the courses.

### Employment Pathways

Employment pathways for this course include:

- Mobile Plant Operator
- Hazard identification
- Risk control
- Isolating and tagging
- Communication
- Manual handling
- Use and control of hazardous substances

### Credit Arrangements

There are no fixed credit agreements in place with any other institution for participants completing this qualification.

### Course Requirements

**Total number of units = 6 required units.**

### Course Units

Unit code & name	Pre-requisite / Co-requisite	Nominal Hours
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RIICOM201D Communicate in the workplace	Nil	20
RIIGOV201D Comply with site work processes and procedures	Nil	20
RIIERR302E Respond to local emergencies and incidents	Nil	20
RIIERR205D Apply initial first aid	Nil	20
RIIWHS201D Work safely and follow WHS policies and procedures	Nil	36
RIIRIS201D Conduct local risk control	Nil	20

### Course Nominal Hours

Total course nominal hours, depending on the state jurisdiction of delivery and elective units selected, are in the range of **136 hours**.

Nominal hours are an allocation to describe how long a participant who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge. This nominal duration includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

### Course Services Delivery Arrangements Summary:

Formal, Supervised Training	
Formal online / self-paced study	NA
Formal classes / workshops / lectures / tutorials	24hrs
Formal workplace training / learning	84hrs
Informal, Unsupervised Training / Learning	
Work experience, field placement, work hours, learning reinforcement	84hrs
Informal withdrawal learning activities in the workplace / with Workplace Supervisor	84hrs
Non-supervised individual / private study, research, project / assignment work	84hrs
Other	NA
Assessment Activities	
Assessment	12
<b>Total Course Hours</b>	<b>136</b>

Amount of Training Total 136 Hours
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### Amount of Training:

The amount of training provided by ACTA Group is part of the overall volume of learning and relates primarily to formal supervised activities including classes and other activities as well as formal supervised workplace learning.

Formal, supervised training is supported by training materials / resources and is delivered by a qualified trainer / VET practitioner.

The amount of training is...

... outlined within the Course Delivery Arrangements Summary table above.>>

### Volume of Learning:

The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following: guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides), individual study, research, learning activities in the workplace and assessment activities.

<<The Australian Qualifications Framework notes the general volume of learning for this Training Product as:

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 2400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours

Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.

Certificate IV qualifications are often either shorter duration specialist qualifications that build on existing skills and knowledge; or longer duration qualifications that are designed as entry level requirements for specific work roles. Where the course duration varies from the volume of learning indication, XYZ RTO must be able to identify and explain any significant variations from the time periods described, by providing a pedagogical rationale to support the variation.

If a course is structured so as to be completed in a shorter time period, clearly describe why using a rationale based on the previous skills and knowledge and the needs of students, how a specific student cohort:

Has the characteristics to achieve the required rigour and depth of training; and

Can meet all of the competency requirements in a shorter timeframe.

Descriptions must take into account the need to allow students to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

A shorter course may be acceptable if, for example, the student cohort comprises experienced workers who already have most of the required skills and knowledge. Because these students have previous relevant experience, it may be appropriate to deliver the program over a shorter period. Assessment requirements must still be met in such programs, although some assessment may be undertaken by recognising existing skills and knowledge.

Be aware that, in some cases where students have been employed long-term in an industry, their skills and knowledge may be very narrow and they may not have the capacity to fully demonstrate these in a broader context or in different environments.

Where the student cohort consists of new entrants or inexperienced workers, before assessment you must give them the opportunity to fully absorb the required knowledge, and to develop skills over time in the different contexts they would experience in the workplace. This may require a longer timeframe than for those students with significant industry experience and should generally reflect expected volume of learning guidance.>>

### Implementation Guidance

This course has been designed to comply with *Recognised Standard 11 Training in coal mines* as per the *Coal Mining Safety and Health Act 1999 (QLD)*.

All ACTA Group personnel comply with:

- the *Queensland Vocational Education, Training and Employment Act 2000*;
- the requirements for training and assessment set out in the *Coal mining Safety and Health Act 1999* and the *Coal Mining Safety and Health Regulation 2001*; and
- the requirements of the *Coal Mining Safety and Health Advisory Committee*.

### Specific Industry Needs

There are no licensing requirements for this course. Participants undertaking this training are required to successfully complete a language, literacy and numeracy (LLN) test to demonstrate a reasonable level of English in both written and verbal, at ACSF Level 1, to be able to communicate effectively in the workplace.

### Course Organisation & Delivery Modes

The Course Schedule is provided (Refer Appendix One).

ACTA Group delivers a study pathway providing a logical program structure for participants undertaking learning and assessment tasks.

#### *Workshop & Onsite Skills Development*

- Pre-reading & activity work (up to 4 hours)
  - 3 x 1 day workshops covering theory and practical components
- At the end of workshop attendance, a Statement of Completion is issued.

#### *Practical Skills & Assessment*

A minimum of 100 hours of practical experience and assessment on mine site is then required prior to final assessment & issue of a Statement of Attainment for course units of competency.



### Contextualisation

ACTA Group may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation ensures the integrity of the outcome of the unit of competency is maintained.

### RPL / Credit Transfer

ACTA Group's [Participant Advice and Selection Policy](#) outlines in detail a process to be followed for granting Recognition of Prior Learning and Credit Transfer. This is supported with RPL Resources available for all course units.

Participants must apply for RPL or Credit Transfer prior to or immediately after formal enrolment but prior to the commencement of the delivery of the units. Any RPL's granted must be accepted and signed off by the participant.

### Schedule and Sequencing

The course is available for open enrolment throughout the year.

### Delivery Arrangements

The delivery environment is ACTA Group offices for initial workshop learning, followed by a real workplace for ongoing skills development and assessment.

Once completing initial training (and receiving a Statement of Completion), participants *must be employed* in a role within a surface mining operation in order to complete onsite assessment for the issue of a Statement of Attainment in the relevant units of competency.

Course workshop delivery typically occurs during weekdays and standard working hours. Weekend or out of standard hours' sessions may however be negotiated on a client by client basis.

The delivery approaches used are self-directed study, group workshop delivery and ongoing skills development in conjunction with the participant's workplace supervisor.

As the learning topics are a mix of theory and practical content, this approach is most suitable to provide the individual, customised program required for participants.

### Workplace Mentoring

Working directly with workplace supervisors allows ACTA Group to ensure that each participant is achieving the real world, workplace based skills and knowledge required to achieve competency during the course.

The role of the participant's workplace supervisor includes:

- Providing opportunities for the participant to develop knowledge and skills;
- Providing access to facilities and expertise to assist in the training of the participant in course requirements (this may include on-the-job training, supervision, mentoring, or time off for off-the-job training);
- Ensuring that a record of training is maintained; and
- Participating in some assessment approaches, such as the completion of Third Party Reports on the participant's performance.

The workplace supervisor for each participant must be the direct line manager of the participant, work directly with the participant on a regular basis and hold industry expertise in skid steer operations.

### Work Placement Arrangements

No work placements are applicable.

### Assessment Arrangements

A range of assessment environments are involved in the assessment of participant's competency. Theory assessments are employed as a part of summative assessment done in the ACTA Group Training Office, along with practical assessments where workplace application of all competencies can be observed by the Site Supervisor, Open Cut Examiner or Site Assessor and confirmed by an employer supervisor via a Third Party Report and workplace assessment book.

Recognition documentation and applications is available for all units of competency for those participants who have extensive experience in the unit areas. RPL applications will be offered and processed as per ACTA Group's [Participant Advice and Selection Policy](#).

At all times, the assessment approaches planned will be compliant with ACTA Group's [Assessment Policy](#), and when implemented will meet the [Code of Conduct](#) requirements. All assessment approaches used are compliant with the requirements of the Assessment Guidelines from the national Training Package.

For each unit of competency (and each element within the unit), a range of evidence will be collected as per the evidence gathering techniques below. It is a requirement that all assessments maintain at a minimum, three types of appropriate evidence to verify the participant’s competence for each element within a unit, which address the performance criteria requirements of the elements. At least one of these evidence pieces is a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the course). Please refer to the *Assessment Approaches* section below for a summary of approaches used in each unit. Detailed information on assessment tasks and requirements are contained within the Learner Guide for each unit.

All assessment workbooks are aligned directly with the course the following ways:

- Meets Unit, Element & Performance Criteria requirements;
- Covers the Range of Conditions and Foundation Skills;
- Covers all Knowledge Evidence and Performance Evidence; and
- Covers Assessment Conditions as listed in each individual unit of competency documentation.

All specific resources for each unit of competency are listed within ACTA Group’s Learner Guide for each unit. Information within each Learner Guide includes:

- Specific assessment resources required;
- Assessment methods available to be used;
- Plan for and timing of assessment; and
- Any adjustments that may be needed to cater for different participant characteristics.

Assessors, when deeming a participant competent, must have judged evidence collected to also have met the requirement of the Dimensions of Competency and be certain that the participant can consistently apply and transfer the skills and knowledge covered into new work situations.

All Assessment Tasks undertaken by participants with a Not Satisfactory outcome may be re-attempted on two further occasions (maximum three attempts in total).

**Assessment Approach / Evidence Gathering Techniques**

Please refer to the Learner Guide, Assessment Tool & Trainer & Assessor Guide for each unit of competency for further information on exact evidence requirements.

Please refer to the Assessment Tool for each individual participant’s assessment dates.

Assessments for all units include the three main assessment approaches as noted below:

- Theory Assessment – Questioning in verbal and/or written form.
- Practical Assessment – including:
  - Project work– Creating and providing work product(s) and questioning/explanation where required.
  - Third Party Report – Workplace Supervisor confirming via Observation & Third Party Report that participant’s skills & knowledge are satisfactory and meet organisational / industry context.
  - Observation – Observation/demonstration of the participant’s skills & knowledge via Assessor observation in the work environment and review of work product(s) where applicable.

Unit of Competency	Theory Assessment	Practical Assessment		
		Project	Third Party Report	Observation

RIICOM201D Communicate in the workplace	✓	✓	✓	✓
RIIGOV201D Comply with site work processes and procedures	✓	✓	✓	✓
RIIERR302E Respond to local emergencies and incidents	✓	✓	✓	✓
RIIERR205D Apply initial first aid	✓	✓	✓	✓
RIIWHS201D Work safely and follow WHS policies and procedures	✓	✓	✓	✓
RIIRIS201D Conduct local risk control	✓	✓	✓	✓

### Specific Assessor Requirements:

Assessors must meet the requirements as specified by the *Standards for RTOs 2015*.

Assessors must also demonstrate the performance evidence, and knowledge evidence as outlined in the relevant Unit(s) of Competency, and through the minimum of **5 years of current work experience specified** below in an Industry sector relevant to the outcomes of the unit.

Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

### Educational & Support Services

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised.

The design and content of this training product supports equitable access and progression for all learners.

ACTA Group:

- Has ensured that training and assessment processes and methods do not disadvantage individual learners; and
- Determines the needs of individual learners and provides access to any educational and support services necessary.

Access and equity issues have been addressed in various ways including:

- Modifying assessment processes and techniques for learners who are located at a distance from a campus location;
- Checking that materials are culturally appropriate for learners and amending, as necessary; and
- Making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Participants are asked to identify their individual needs but are sometimes reluctant to do so. ACTA Group personnel monitor the progress of all participants and their readiness for assessment as they progress through their course.

Please refer to ACTA Group's [Access & Equity Policy](#) for further information.

### Reasonable Adjustment

There may be times and situations in which a participant may require 'reasonable adjustment' of the training and assessment methods implemented by ACTA Group to meet their specific individual needs.

Reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the participant and the type of evidence to be collected from the participant) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

The reasonable adjustments to the training and assessment process may include a variety of modifications to the methods of delivery and assessment to assist the participant undertake the course. The adjustments may include actions such as:

- Assistance in the form of the training location to allow easier access
- Accessing relevant equipment or aids to assist the participant adjustments to the assessment methods to cater for any special needs (without effecting the integrity of the outcome)

Where a participant requests or is identified as requiring reasonable adjustment to the training and assessment process a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments must be maintained in the participant file.



Please refer to ACTA Group's [Access & Equity Policy](#) for further information.

### Licensing Requirements

Licensing, legislative, regulatory and certification requirements that apply to this skill set can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the Skill Set.

This Skill Set addresses the regulatory requirements for open-cut coal mining specified in Recognised Standard 11, Training in coal mines - Coal Mining Safety and Health Act, Queensland.

### Legislative Requirements

ACTA Group personnel note the following legislation that impacts on their planning and implementation of delivery approaches in the course area. Specific legislative documents are located at:

<http://www.austlii.edu.au/>

- Fair Work Act 2009 (Cth)
- Work Health and Safety Act 2011 (Qld)
- Work Health and Safety Regulation 2011 (Qld)
- Anti-Discrimination Act 1991 (Qld)

### Infrastructure, Equipment & Physical Resources

All ACTA Group personnel involved in the delivery of this course have direct access to the current version of the Training Package and Training and Assessment Resources as listed.

All ACTA Group personnel involved in the delivery of this course have direct access a range of training and assessment resources that incorporate special needs and reasonable adjustment procedures. Resources approved for each unit of competency are listed in the [Competency Mapping](#) documentation for each unit of competency.

ACTA Group has reviewed the equipment and facility requirements for each unit of competency, by conducting an analysis at a unit of competency level to ensure resource requirements are identified are addressed, and guarantees that it has access to all equipment required to fully implement the program as each participant is enrolled.

Where unit of competency resources have detailed specifications, these have been noted and addressed.

For work based programs, this includes the completion of a [Workplace Resources Checklist](#) in the [Training Plan](#). The equipment and facility requirements for this course (depending on unit selection) is identified as follows:

### RIIWS201D Work safely and follow WHS policies and procedures

- Access Site or Organisation Procedures and Task Instructions and Identify the Requirements
- Identify 3 Locations Using Site Plans and Signage
- Complete an Application for a Work Permit
- Isolate or Immobilise an Energy Source
- Work Safely and Follow WHS Policies and Procedures on 2 Separate Occasions
- Apply Fire Fighting Techniques
- Complete an Incident Record
- 1 staff induction book, site safety rules or health and safety policy that outlines employee responsibilities for:
  - Safety of self and others including PPE requirements on site.
  - Reporting responsibilities (in cases of breaches to safety).
  - Manual handling requirements or policy.
  - Fitness for work requirements.
  - Drug, smoking and alcohol policy.
  - Emergency response requirements for fire or evacuation.
  - Qualification requirements for high risk work.
- 1 permit application form relevant to the site or industry.
- 1 safety data sheet (SDS) for a substance or material common to the workplace.
- 1 incident record or incident report form.
- 1 procedure for the isolation of an energy source.
- 1 site plan/map containing the following items as appropriate to the site:
  - First aid stations.

- Emergency equipment or response stations.
- Firefighting equipment.
- Toilets.
- Emergency exit.
- Emergency escape route.
- Location of PPE.
- Emergency assembly point.
- Smoking or non-smoking areas.
- 1 set of task instructions for a job that requires a work permit, relevant to the work site. It may include:
  - Work at heights.
  - Work in a confined space.
  - Hot work.
  - Cold work.
  - Excavation.
- 1 work permit application form to be completed by the learner.
- 1 energy source that is able to be isolated on site.
- Isolation equipment relevant to the energy source and isolation methods. May include:
  - Tags.
  - Lock-out devices.
  - Isolation equipment.
- 1 set of instructions or a procedure outlining how to safely isolate an energy source.
- PPE relevant to the energy source and isolation methods.
- 2 different sets of instructions (1 for each assessment occasion) for basic resource and infrastructure tasks that require manual handling and are expected to be completed by a worker at an entry-level position which contain the following information at a minimum:
  - Task instructions and sequence.
  - Required Personal Protective Equipment (PPE).
  - Equipment safety requirements.
- Form or document for reporting details of an unsafe situation and action taken (if verbal reporting is insufficient). May be a hazard report form or equivalent.
- Equipment required to carry out each task including:
  - PPE relevant to the site and task, as listed in the instructions.
  - Manual handling equipment appropriate for the site and task (if required).
- An alarm system, or equipment to simulate an emergency alarm.
- Materials or equipment to be manually handled by the learner.
- A selection of firefighting equipment (hoses, extinguishers, blankets etc.).
- A simulated fire, or equipment/object representing a fire.
- PPE relevant to the site.
- 1 workplace incident record.
- Pencils or pens to complete the form.

#### **RIIERR205D Apply initial first aid**

- Plan and Prepare for Initial Response First Aid in the Mining Industry
- Check Equipment and Manage Shortages
- Apply Initial Response First Aid to Manage a Bleeding Person within a Mining Setting
- Apply Initial Response First Aid to Manage an Unconscious Person within a Mining Setting
- Apply Initial Response First Aid to Resuscitate a Person within a Mining Setting
- First Aid/Incident Report Form

#### **RIIGOV201D Comply with site work processes/procedures**

- Confirm Details of Work and Responsibilities
- Apply Work Procedures to Individual Work Activities (Occasion 1)
- Apply Work Procedures to Individual Work Activities (Occasion 2)

### **RIIRIS201D Conduct local risk control**

- Identify Hazards and Assess Risks Assess Ricks
- Hazard Control Plan
- Risk Management Review
- Identify Hazards and Assess Risks

Hazard Report Form 1

Hazard Report Form 2

### **RIICOM201D Communicate in the workplace**

- Plan and Prepare for Workplace Communication
- Use Communication Equipment and Systems
- Carry Out Face-To-Face Communication
- Complete Written Documentation

### **RIIERR302E Respond to local emergencies and incidents**

- Plan for Potential Local Emergencies and Incidents
- Prepare the Worksite by Identifying Hazards that have the Potential to Cause Incidents
- Respond to a Local Emergency or Incident in the Mining Industry (Scenario 1)
- Respond to a Local Emergency or Incident in the Mining Industry (Scenario 2)

### **Learning & Assessment Resources**

ACTA Group has carefully chosen and planned the learning resources used to guide participants to ensure they are able to obtain and absorb the required knowledge and skills prior to assessment. These resources provide full coverage of all required areas.

The following resources are available and utilised when planning and implementing this course program:

- Approved learning resources – please refer to the [Learner Guide & Trainer & Assessor Guide](#) for each unit of competency for approved learning resources; and
- Approved assessment resources – please refer to the [Assessment Tool & Trainer & Assessor Guide](#) for each unit of competency for approved resources.

All learning and assessment materials are available for trainers and participants.

Where an external location is to be used, a [Workplace Resources Checklist](#) is completed by a ACTA Group representative to ensure the venue has the required facilities and equipment.

### **ACTA Group Personnel**

All ACTA Group consultants engaged in the delivery and assessment of this program have demonstrated their vocational competency through the ACTA Group verification of competencies procedure and [Personnel Competencies Matrix](#) directly covering the requirements of the training package.

ACTA Group has documented the human resources available to deliver this training product. This ensures suitable trainers and assessors are available. This is recorded at a unit of competency level to ensure any specific requirements are met for each unit and allows efficient deployment of personnel to meet clients' needs. Please refer to ACTA Group's [Register of Trainers and Assessors](#) to note which ACTA Group consultants have completed verification of competency procedures for this course.

### **Consultative Processes**

This training and assessment strategy has been developed through consultation with a range of industry stakeholders and client bodies, and will continue to be, validated through feedback from participants and the industry as the course is implemented, using the validation strategy outlined in the [Validation Policy](#).

Discussions and feedback from all parties is documented for implementation through ACTA Group's [Industry Engagement Report](#) and [Continuous Improvement Register](#).

### **Assessment Validation Process**

ACTA Group has an internal assessment validation approach used for all program areas to ensure that the consistency and validity of assessments between ACTA Group Consultants is maintained at a high standard. Validation meetings for this course are scheduled on an annual basis as per ACTA Group's [Services Review & Internal Audit Schedule](#).

### **Evaluation Processes**

ACTA Group's Evaluation Policy used for all program areas is engaged for the regular and timely evaluation of outcomes for the course.

Discussions and feedback from all parties is documented for implementation through ACTA Group's various ACTA Group personnel meetings as per the Communications Policy and also through the Continuous Improvement Register.

## Appendix 1: Course Schedule

### S11 – QLD Standard 11 Surface Induction Localised Skill Set

Cluster	Workshop
RIICOM201D Communicate in the workplace	Day 1
RIIGOV201D Comply with site work processes and procedures	
RIIWHS201D Work safely and follow WHS policies and procedures	Day 2
RIIRIS201D Conduct local risk control	
RIIERR302E Respond to local emergencies and incidents	Day 3
RIIERR205D Apply initial first aid	

