



*A VET in schools  
initiative supported by  
the Building and  
Construction Industry  
and local communities  
to provide young  
people with career  
opportunities in South  
Australia.*

## ***Doorways 2 Construction Operations Manual***



Department of Education  
and Children's Services



## Contents

| <b>SECTION 1: INTRODUCTION TO D2C</b>                        | <b>PAGE</b> |
|--|-------------|
| Introductory Information                                     | 4,5         |
| <b>SECTION 2: CITB SUPPORT</b>                               |             |
| Introductory Information                                     | 6,7         |
| <b>SECTION 3: ELT REFERENCE COMMITTEE</b>                    |             |
| Terms of Reference   | 8,10        |
| Committee Members details                                    | 11          |
| <b>SECTION 4: TRAINING</b>                                   |             |
| The Certificate 1 in Construction                            | 12          |
| Auspicing Arrangements                                       | 13          |
| Schools and RTO listing                                      | 14          |
| RTO's  | 15          |
| SACE Considerations  | 16          |
| Teacher Qualifications                                       | 17          |
| Memorandum of Agreement – Private RTO (General Construction) | 18          |
| Memorandum of Understanding – Projects                       | 22          |
| <b>SECTION 5: QUALITY MATRIX</b>                             |             |
| Introductory Information                                     | 25          |
| Quality Framework  | 26          |
| Assessment & Action Planning Tool                            | 32          |
| <b>SECTION 6: WORK PLACEMENT</b>                             |             |
| Workplacement  | 45          |
| Checklist for persons organising work placements             | 48          |
| Workplacement Checklist for Employers                        | 50          |

| <b>SECTION 7: CAREERS</b>                              |  | <b>PAGE</b> |
|--|--|-------------|
| Giving Career Advice                                   |  | 52          |
| Career & Vocational Learning Officer                   |  | 53          |
| Group Training Partners                                |  | 54          |
| List of Group Training Companies                       |  | 54,55       |
| <br>   |  |             |
| <b>SECTION 8: REPORTING</b>                            |  |             |
| Reporting Timeline                                     |  | 56          |
| Student Destinations – Final Report Form               |  | 57          |
| Student Achievement & Workplacement– Final Report Form |  | 58          |
| <br>   |  |             |
| <b>SECTION 9: PUBLICITY &amp; PROMOTIONS</b>           |  |             |
| Student Awards   |  | 59          |
| Building Skills  |  | 59          |
| Branding of Programs & Provision of Signage            |  | 60          |
| Launch   |  | 61          |
| <br>   |  |             |
| <b>SECTION 10: RESOURCES</b>                           |  |             |
| Doorways to Construction Resources                     |  | 62          |

## SECTION 1: INTRODUCTION TO D2C

### What is Doorways 2 Construction?

Doorways 2 Construction, or D2C as it is commonly referred to, is South Australia's premier Vocational Education and Training (VET) in schools program for the building and construction industry. It was initiated as a direct response to the increased need to encourage young people to consider the building and construction industry as a career option, improve the entry level training opportunities and promote career pathways, and a positive image of the building and construction industry. D2C supports the recruitment and induction of young people into the building and construction.

The industry vision for D2C is *'to have a sustainable, nationally recognised VET in Schools initiative that is a program of first choice for schools and students, and is recognised by industry as the doorway to employment in the industry.'*

D2C is well on its way to achieving this vision. Since it commenced operations in 2000 with 6 fledgling programs it has grown to 26 programs spread across South Australia and has established an enviable reputation for innovation and quality at both a state and national level.

The program is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways.

For information on participating schools and contact details for the relevant Doorways 2 Construction coordinator go to the CITB website [www.citb.org.au](http://www.citb.org.au).

### Aims of Doorways 2 Construction

The aims of the D2C program are to:

1. Create more awareness of the Building and Construction industry among young people
2. Provide students with accurate information about career opportunities and the tools necessary to successfully seek work in the industry
3. Develop basic skills that students can take into the industry

### Key Principles of Doorways 2 Construction

In addition to the aims the D2C program is based on the following key principles:

1. Through the Doorways 2 Construction program students are encouraged to develop a pattern of lifelong learning that will ensure the workers of the future have a culture of keeping up to date with new initiatives.
2. The Doorways 2 Construction program actively works to develop in young people the skills, attitudes and attributes that the building and construction industry needs to be strong and vibrant in the 21<sup>st</sup> century.
3. Doorways 2 Construction allows students to develop an understanding of the building and construction industry based on fact and positive experiences.
4. Doorways 2 Construction empowers schools to deliver vocational education and training to industry standards and assists them to develop networks and contacts within the industry to ensure sustainability.
5. School communities are encouraged to develop programs, which incorporate industry/community projects on which their students can work.
6. Students are to be engaged in a structured workplace learning program for the duration of the project
7. Wherever possible students should be under the supervision of a qualified industry person eg. teacher with industry skills, trades person, site supervisor

8. A Student Assessment Record Book must be used for each student to record achievement of competence.
9. The Training Package Certificate 1 in General Construction BCG03 forms the basis of the teaching and learning program
10. Students and teaching staff should complete 'Green Card', the State OH&S Training and a site specific induction prior to commencing structured work placement in the industry.
11. Project work is not to replace the structured workplacement component of the Doorways 2 Construction course
12. All partners including the building/construction organisation or association, school, registered training organisation and CITB sign a Doorways 2 Construction Memorandum of Understanding.

### **Components of Doorways 2 Construction**

Doorways 2 Construction has three major components:

Training  
 Certificate 1 in Construction = 256hrs (7 Core Units + 3 Electives)  
 +  
 Experience  
 4 weeks minimum (20 days) work placement = 120>160hrs  
 +  
 Career Advice, site visits, career talks

The program is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulates into many other courses. Doorways 2 Construction is so named because it leads towards many different career areas within the industry.

### **Doorways 2 Construction as a Framework**

Doorways 2 Construction is a framework rather than a prescriptive model. This means that key outcomes are specified and guidelines are provided as to the best way to achieve them but that the school makes the final decisions regarding delivery, in conjunction with their Registered Training Organisation.

This flexibility means that each D2C program is different and can be tailored to local needs. It is also the reason why many country schools have been able to deliver the program.

The Quality Matrix is the tool by which consistency of standards across a range of delivery models is achieved.

## SECTION 2: CITB SUPPORT

The CITB supports the D2C program with materials and advice.

This may include:

- Hard hats for site visits
- Safety glasses
- Shirts
- Teacher Professional Development (annual seminar)
- Teacher Scholarship
- LaTAS enrolment and Green card funding
- Promotional materials
- Learner Guides
- CITB's Assessment Plans and Sheets and Record Books
- Student awards
- Certificates of completion and participation

### 1. **Hard hats**

The CITB provides each program with two hard hats, and the ability to borrow more for a class excursion onto a hardhat site.

A form for Safety indemnity is available from the CITB and must be completed prior to receipt of the hard hats. *Hard hats have a life of two years.*

### 2. **Safety Glasses**

Each student and teacher will receive a pair of outdoor safety glasses at the commencement of the course.

### 3. **Shirts**

Each student and teacher will receive a long sleeved Drill Shirt with the D2C logo.

### 4. **Teacher Professional Development**

All D2C teachers receive Eligible worker status on application to the CITB. This will allow them to access any courses funded by the CITB.

There will also be a day at the end of the school year organised by the CITB where teachers will meet to discuss their programs and undertake some industry related activity.

CITB staff are available to work with the D2C program managers as well as providing career and industry advice to schools.

### 5. **LaTAS and Green Card Funding**

All D2C students are to enrol on LaTAS and receive a limited worker status that allows them to receive Green Card training and accreditation. This training is partly supported by the CITB funds. Please ensure all D2C students register for a CITB number via the CITB website: [www.citb.org.au](http://www.citb.org.au) (please note where the employer details are to be entered, please enter D2C program and coordinator details)

### 6. **Promotional Materials**

D2C programs are supplied subject to availability with Doorways 2 Construction signs that are displayed at sites that students are working on

### 7. **Learner Guides**

The CITB produces a set of learner guides that cover the competencies included in the Certificate 1 Construction. These are available in hard copy and need to be purchased from the CITB or as a CD (the program is responsible for printing costs).

**8. Student Awards**

The CITB will provide an award to the student deemed the most deserving through as recommended by the program coordinator. The award is an engraved tool (eg. hammer, level) and a certificate.

**9. Certificates of Completion and Statement of Participation**

The CITB will issue Certificates of Completion or Participation to D2C graduates on request. School will have to provide information covering the competencies completed, number of weeks of work placement and career activities undertaken.

**10. D2C video**

A video that promotes the program is available on request.

## **SECTION 3: ENTRY LEVEL TRAINING REFERENCE COMMITTEE**

### **Entry Level Training Reference Committee**

The Entry Level Training Reference Committee is a group of industry and education practitioners who guide and steer all aspects of the Entry Level Training program.

The committee has operated since July 1999 when it was established to set up and drive the Doorways 2 Construction program. However, in November 2002 the committee was expanded, both in scope and in numbers.

It is a testament to the commitment and enthusiasm of these people that nearly all of the inaugural members remain on the committee today.

### **Terms of Reference**

#### **Introduction**

Historically the Doorways 2 Construction committee has been the single formal mechanism for harnessing industry advice and support for entry level training (ELT) issues. Whilst this committee has been highly successful in regard to the Doorways 2 Construction program, other aspects of the CITB's ELT program have increased in profile in recent years. This increased profile and subsequent industry interest now suggests that a broader reference committee to provide advice and support on all aspects of the ELT program is beneficial.

### **Entry Level Training**

Entry-level training refers to activities that encourage young people to pursue a career in construction and support the initial training for such a career. Specifically for the committee this includes:

- Doorways 2 Construction
- School based career and vocational learning activities
- The CITB's Apprentice and Trainee Support Policy
- Access and Equity programs targeted at new entrants that are supported by the CITB
- Formal links that the CITB may have with Prevocational or Access programs
- Other initiatives deemed to meet the broad definition and are endorsed by the CITB

### **Role of the Committee**

The role of the ELT Reference Committee is to:

- Identify issues, influences and items of interest pertaining to ELT
- Identify possible initiatives/solutions to issues
- Make recommendations to the Board
- Steer initiatives and policy administration
- Provide industry guidance and support to initiatives

### **Committee Membership**

1. The CEO of the CITB will recommend committee members to the Board
2. Membership of the reference committee is by invitation from the Board
3. Additional key people may be invited to attend meetings on a needs basis
4. Office bearers of the reference committee are appointed by the CITB
5. Committee members are required to possess the following attributes:
  - An interest in ELT issues
  - A positive attitude towards whole of industry ELT initiatives
  - A desire to contribute to positive change in relation to ELT
  - An understanding of issues relating to one or more aspects of the CITB's ELT program
  - A commitment to the principles of the Doorways 2 Construction program
  - An ability and willingness to commit the time required to be an effective committee member
6. Membership comprises a representative of each of the following groups:
  - CITB Board
  - Commercial sector
  - Housing sector
  - Civil sector
  - Specialist Services sector
  - Employee Associations
  - Group Training Companies
  - Registered Training Organizations engaged in Apprentice Training
  - SSABSA
  - Education sector

### **Committee Member Expectations and Responsibilities**

Committee members agree to:

- Actively represent the group that they have been assigned
- Act as a conduit for information between the group that they represent and the reference committee
- Provide expertise to the reference committee
- Actively work towards the goals of the reference committee

Committee Members can expect:

- To have full voting rights
- To be kept fully informed of factors affecting the work of the committee
- To have their organisations involvement publicly acknowledged

### **Conduct of Proceedings**

#### **Meetings**

Meetings will be held monthly

At least **three clear days** before the date of an ordinary meeting of a Committee, the Executive Officer must give notice of the meeting and supply a copy of the Agenda for that meeting, to all members of the Committee.

The quorum of the Committee is determined as 50% + 1

A meeting shall commence, as soon after the time specified in the notice of meeting as a quorum is present. If at the expiration of thirty minutes from the time specified a quorum

is not present, the Chairman, or any other member presiding in the absence of the Chairman, the Executive Officer shall adjourn the meeting to another time and date.

Where the Chairman of a Committee is absent from a meeting the Deputy Chairman will preside.

The minutes of every meeting should be submitted for confirmation at the next meeting.

Each Committee member present at a committee meeting shall vote on any question arising for decision at that meeting. Each Committee member has one vote.

Committee members are able to vote by proxy so long as the Executive Officer is notified of the intent to do so, by the absent committee member, prior to the commencement of the meeting

### Building and Construction Industry ELT Reference Committee: Member Contact Details

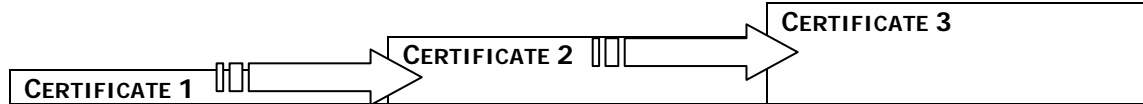
| Name                    | Organisation   | Representing                | Address   | Phone                        | Fax       | Email  |
|-------------------------|--|-----------------------------|---|------------------------------|-----------|--|
| Mr Rob Stewart          | CITB Board Member<br>CEO Master Builders<br>Association          | The Board                   | 47 South Terrace<br>Adelaide SA 5000                            | 8211 7466<br>0412 603<br>749 | 8231 5240 | buildsa@mbasa.com.au   |
| Mr Mike Rundell         | Managing Director<br>Brimblecombe Builders<br>P/L                | Commercial                  | 127 Rundle Street, Kent<br>Town SA 5067                         | 8363 6233<br>0412 835<br>108 | 8334 0883 | mike@brimblecombe.com.au   |
| Mr Len Warren           | Manager, Entry Level<br>Training CITB                            | CITB                        | 5 Greenhill Road<br>Wayville SA 5034                            | 8172 9508                    | 8172 9501 | len@citb.org.au  |
| Mr Steve Larkins        | CEO CITB   | CITB                        | 5 Greenhill Road<br>Wayville SA 5034                            | 8172 9502                    | 8172 9501 | steve@citb.org.au  |
| Mr Steve Birnie         | Careers & Vocational<br>Learning Officer CITB                    | CITB                        | 5 Greenhill Road<br>Wayville SA 5034                            | 8172 9506                    | 8172 9501 | steveb@citb.org.au   |
| Mr Adam Turnbull        | Construction Manager   | Scott Salisbury<br>Homes    | 154 Brighton Road<br>Somerton Park 5044                         | 8376 6555                    | 8376 0205 | adam@scottsalisburyhomes.com.au  |
| Mr Mike Wakefield       | Manager<br>TAPS  | Group Training              | 235 Glen Osmond Road<br>Frewville 5063                          | 8433 1200                    | 8433 1212 | michaelw@tapssa.com.au   |
| Mr Paul Willis          | Curriculum & Assessment<br>Officer for H&PD – VET<br>SSABSA      | SSABSA                      | 60 Greenhill Road<br>Wayville SA 5034                           | 8372 7598                    | 8372 7592 | annem@ssabsa.sa.gov.au   |
| Mr Keith Darwin         | Program Manager<br>School Industry Initiatives                   | DECS<br>FUTURES<br>CONNECT  | Level 5, SGIC Bldg,<br>211 Victoria Square,<br>Adelaide SA 5000 | 8226 4336                    | 8226 4026 | both.peter@saugov.sa.gov.au  |
| Mr Tony<br>Baulderstone | Engineering Director<br>Bardavcol                                | Civil                       | 7-9 Churchill Road North<br>Dry Creek SA 5094                   | 8260 5044<br>0408 085<br>432 | 8349 6715 | t.baulderstone@bardavcol.com.au  |
| Mr Paul Klepczynski     | Educational Manager<br>Torrens Valley TAFE                       | Apprentice RTO's            | Blacks Road<br>Gilles Plains SA 5086                            | 8207 1165<br>0401 993<br>987 | 8207 1168 | <a href="mailto:Paul.Klepczynski@tv.tafe.sa.edu.au">Paul.Klepczynski@tv.tafe.sa.edu.au</a> |
| Mr John Yorston         | General Manager<br>Hindmarsh Mechanical &<br>Electrical Services | Electrical<br>Refrigeration | 71 Bacon Road<br>Hindmarsh SA 5007                              | 8403 8383<br>0418 842<br>359 | 8346 3320 | yorstonj@frigriteac.com.au   |
| Mr Steve Ingles         | SSABSA Curriculum<br>Officer                                     | SSABSA                      | 60 Greenhill Road<br>Wayville SA 5034                           | 83727529                     |           | stephen@ssabsa.sa.gov.au   |

## SECTION 4: TRAINING

### The Certificate 1 in Construction

The training component of Doorways 2 Construction is the Certificate I in General Construction BCG10103.

The Certificate 1 is the first qualification in the Australian National Training Package and is nested within Certificates 2 & 3 should students continue with their studies. Certificate 3 is a Trade level qualification.



Achievement of the Certificate I is based on successful completion of all core competency units, and successful completion of three elective units. The program continues to retain a strong focus on the inclusion of significant workplace components for student learning.

| <b>CERTIFICATE 1 IN CONSTRUCTION BCG03</b>                    |  |                    |
|---|--|--------------------|
| Unit Code   | Unit Name  | Nominal Hours (SA) |
| <b><u>Core units of competence (Mandatory)</u></b>            |  |                    |
| BCGCM1001B  | Follow health, safety and security policies and procedures | 40                 |
| BCGCM1002B  | Work effectively in the General Construction Industry      | 20                 |
| BCGCM1003B  | Plan and organise work                                     | 20                 |
| BCGCM1004B  | Conduct workplace communication                            | 20                 |
| BCGCM1005B  | Carry out measurements and calculations                    | 20                 |
| BCGCM2001B  | Read and interpret plans and specifications                | 36                 |
| BCGCM2006B  | Apply basic levelling procedures                           | 8                  |
| <b><u>Elective units of competence (Any 3 from below)</u></b> |  |                    |
| BCGVE1001B  | Handle construction materials                              |                    |
| BCGVE1002B  | Undertake a basic construction project                     | 48                 |
| BCGVE1003B  | Undertake a basic computer design project                  | 36                 |
| BCGVE1004B  | Undertake basic estimation and costing                     | 16                 |
| BCGVE2001B  | Produce construction drawings                              | 24                 |
| BSBCM209A   | Provide information for clients                            | 30                 |
|   | WorkPlacement (nominal hours)                              | 120>160            |

Teachers are able to use CITB learning resources that include Workplacement Record Book and Student Assessment Record Book. Learning resources are available for purchase from the CITB.

## TRAINING

### Auspecting Arrangements

In order for students to be accredited with the Certificate 1 in Construction schools must enter into a formal Partnership Agreement with a Registered Training Organisation (RTO).

Schools are able to partner with a number of RTO's including public and private providers. Regardless of whom schools partner with they will need to formalise the arrangement by completing a Partnership Agreement

The relationship between the RTO and the school should be one of close support and assistance. It is the RTO who is responsible for the maintenance of course standards. In a Doorways 2 Construction program all parties need to think of the school as a campus, the teacher as a member of staff and the students as registered students of the RTO.

The RTO who must be convinced that the teacher identified to coordinate the program has the appropriate skills, knowledge and abilities to deliver the training and that the appropriate facilities/tools and equipment are readily available. The RTO and school should negotiate an ongoing support mechanism for the teacher – this may include formal training.

The majority of Certificate 1 is able to be delivered by school personnel, however; there may be elements that may be better taught by other trainers. Methods to cover these elements should be negotiated between the RTO and school.

## TRAINING

### Doorways 2 Construction Programs & their Partner RTO's

| Programs 2005/6  | Registered Training Organisation              |
|--|---|
| Blackfriars Priory   | Housing Industry Association                  |
| Cardijn College  | Master Builders Association                   |
| Glossop High School  | Douglas Mawson Institute of TAFE              |
| Yorke Cluster  | Spencer TAFE                                  |
| Balaklava High   | Spencer TAFE                                  |
| Salisbury High School  | Master Builders Association                   |
| Southern Vocational College  | Port Adelaide Training and Development Centre |
| St John's College  | Spencer Institute of TAFE                     |
| St Michael's College   | Housing Industry Association                  |
| The South East Cluster   | CITC  |
| Windsor Gardens Vocational College                                   | Torrens Valley Institute of TAFE              |
| Heathfield High School   | CITC  |
| Ocean View High School   | Civil Skills & Technology Centre              |
| PEER Tec   | PEER Training                                 |
| Regency TAFE ATSI program  | Regency TAFE                                  |
| Cleve Area School<br>Cowell Area School<br>Port Lincoln & St Josephs | Training Statewide                            |
| Tatachilla Lutheran College  | Master Builders Association                   |
| Murraylands Cluster  | CITC  |
| Smithfield Plains HS   | Training Prospects                            |
| Renmark High School  | Civil Skills and Technology Centre            |
| Pasadena High School   | Master Builders Association                   |
| Para Hills High  | Douglas Mawson Institute of TAFE              |
| Henley High School   | Housing Industry Association                  |
| Morphett Vale High School  | Master Builders Association                   |

## TRAINING

### Registered Training Providers for the Certificate 1 in Construction

The following organisations are registered to deliver the Certificate 1 in Construction.

*Civil Skills Centre*  
53-57 Magazine Road  
Dry Creek SA 5094  
PO Box 75  
Dry Creek SA 5094  
Ph: 8262 8066  
Fax: 8262 8166  
Email: [@civilskills.com.au](mailto:@civilskills.com.au)

*Port Adelaide Training and Development Centre (PATDC)*  
Ottoway Campus  
275 Grand Junction Road  
Ottoway SA 5013  
Ph: 8240 1233  
Fax: 8240 1433  
Email: [patdc@camtech.net.au](mailto:patdc@camtech.net.au)

*Housing Industry Association (HIA)*  
Group Training Manager  
Cnr Port Road and Station Place  
Hindmarsh SA 5007  
Ph: 8346 5091  
Fax: 8346 0922

*Construction Industry Training Centre*  
Mr Harry Ennis  
PO Box 254  
Marleston SA 5033  
Ph: 8226 4550  
Fax: 8226 4577  
Mobile: 0418 853 225  
Email: [harry.ennis@citc.com.au](mailto:harry.ennis@citc.com.au)

*Master Builders Association (MBA)*  
47 South Terrace  
Adelaide SA 5000  
Ph: 8211 7466  
Fax: 8231 5240  
Email: [buildsa@mbasa.com.au](mailto:buildsa@mbasa.com.au)  
Internet: [www.mbasa.com.au](http://www.mbasa.com.au)

*TAFE SA*  
Marleston Campus  
VET in Schools Coordinator:  
Building Course contact staff:  
Robin Wilden  
Ph: 8226 0672

*Service to Youth Council*  
10 Saratoga Road  
Elizabeth SA 5112  
Ph: 8282 0111  
Fax: 8287 0069

*TAFE SA*  
Noarlunga Campus  
VET in Schools Coordinator:  
Building Course  
Phone: 0417 809 857/8207 3444

*TAFE SA*  
Elizabeth Campus  
VET in Schools Coordinator:  
Building Course contact staff:  
John Coudraye  
Phone: 8207 9603

*Training Statewide Pty. Ltd.*  
Contact Graham Baker  
PO Box 750  
Port Lincoln  
SA 5606  
Mbl. 0429 828 117

*TAFE SA*  
Gilles Plains Campus  
VET in Schools Coordinator  
Building Course contact staff:  
Paul Klepczynski  
Phone: 8207 1165

## TRAINING

### SACE Considerations

From the 2006 school year SSABSA will introduce a VET in schools curriculum package for General Construction. This will be published in the SSABSA 'Flexible Learning Programs' book that lists SSABSA-VET curriculum statements and is available from SSABSA but every school will have been provided with a copy.

This will allow schools to offer D2C as accredited SACE units at Stage 1(2 double units) and Stage 2 (1 double unit). The possibility of delivery of D2C as stand alone SACE units, which has up until 2006 been the only method of delivery, will still exist but there are a number of advantages for students undertaking the SACE curriculum package.

- A Stage 2 component for students who wish to continue at school for year 12
- Stage 1 subjects that are Group 2 subjects as opposed to stand alone options

### Projects

Doorways 2 Construction is a practical program – training environments should endeavour to be as realistic as possible and reflect the nature of the industry.

Doorways 2 Construction programs must deliver the training component in a practical, project-orientated manner. Projects may be undertaken on behalf of, or in conjunction with local councils, service clubs, local businesses etc. It is suggested that in the first weeks of the course students work on a project in a workshop setting but towards the end of the first term they are working in a group situation outside of the workshop environment. Information on project work is found in the Memorandum of Understanding and teachers of the D2C program should refer to this document.

Given the practical nature of building and construction a significant block of time is required for the training component. A minimum of 4 hours at a time is recommended – a full day is ideal.

### Safety Equipment

All students will require safety glasses. It is a requirement for students to have steel capped boots.

Those schools meeting all of the requirements of the Doorways 2 Construction program, and who have signed the CITB indemnity agreement form, will be eligible for a pack of safety equipment and promotional goods.

The pack includes:

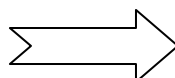
Safety Vests

Hard hats

Doorways 2 Construction signs

A pair of safety glasses for each participating student

Cotton Drill Workshirts badged with D2C Logo for each student

 (when required for site visits)

## TRAINING

### Teacher Qualifications

In Australia, the training standards are set out in the Australian National Training Authority policy, the Australian Quality Training Framework (AQTF). A RTO must ensure that trainers and assessors meet the qualifications and requirements specified. This includes the Certificate 4 in Assessment and Workplace Training, and demonstrated practical skills or qualifications in the work covered in the Certificate 1 from the training package.

### Training and assessment

The RTO must ensure that training and assessments are conducted by a person who has:

- the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
  - a TAASS401A Plan & Organise Assessment;
  - b TAASS402A Assess Competency
  - c TAASS403A Develop Assessment Tools; **and**
- relevant vocational competencies, at least to the level being assessed.

#### OR

- has all the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training (or has demonstrated the equivalent competencies) or who is under the direct supervision\* of a person with these competencies; **and**
- is able to demonstrate vocational competencies at least to the level of those being delivered.

#### OR

- if a person does not have all of the competencies one or more persons who have the competencies listed may work together to conduct assessments.

An individual person does not necessarily have to be competent in both assessment and the competency being assessed. A number of schools have successfully used various combinations of people who, between them, hold the necessary qualifications. Eg. Teacher holds the assessment qualifications + tradesperson who is technically competent, work together to form a judgment.

The CITB supports teachers of D2C programs by granting them eligible worker status. This allows a teacher to undertake any industry relevant training at no or minimal cost to the teacher. Once a year the CITB will host a teacher Professional Development Day where all teachers are invited to attend.

### What is Competence?

An individual is said to be competent when he/she can:

- perform a given task to the level required by industry
- manage a number of different tasks within a job
- respond and react accordingly when things go wrong
- work effectively in an industry environment
- transfer skills and knowledge to other work situations

# TRAINING

## Memorandum of Agreement For Building and Construction (General)

Between

---

(The RTO)

and

---

(The School/Cluster of Schools)

## 1. INTRODUCTION

This agreement outlines the conditions under which the school/cluster of schools, operating under the auspices of the Registered Training Organisation (RTO), will deliver a program of vocational education and training.

The purpose of the agreement is to ensure that all aspects of the program are conducted according to the requirements of the Australian Quality Training Framework (AQTF), which incorporate the requirements of both the relevant industry, and the endorsed components of the Training Package.

Each party shall act diligently and in good faith in their performance of the their obligation under the memorandum of agreement. The agreement does not and is not intended to create a legal partnership between the parties or otherwise be enforceable.

## 2. OBJECTIVES

2.1 To provide appropriate study pathways for students seeking to undertake post-compulsory education and training in Building and Construction.

2.2 To ensure VET standards are maintained through agreed quality assurance processes as specified by the AQTF.

2.3 To ensure that on completion, successful students receive nationally recognised certification for their VET studies.

## 3. CURRICULUM

This agreement covers the delivery of the Certificate 1 in Construction BCG03 which is made up of the following units of competence:

| CERTIFICATE 1 IN CONSTRUCTION BCG03                     |  |                      |
|---|--|----------------------|
| Unit Code   | Unit Name  | Nominal Hours (SA)   |
| <b>Core units of competence (mandatory)</b>             |  |                      |
| BCGCM1001B  | Follow health, safety and security policies and procedures | 40                   |
| BCGCM1002B  | Work effectively in the General Construction Industry      | 20                   |
| BCGCM1003B  | Plan and organise work                                     | 20                   |
| BCGCM1004B  | Conduct workplace communication                            | 20                   |
| BCGCM1005B  | Carry out measurements and calculations                    | 20                   |
| BCGCM2001B  | Read and interpret plans and specifications                | 36                   |
| BCGCM2006B  | Apply basic levelling procedures                           | 8                    |
| <b>Elective units of competence (3 only from below)</b> |  |                      |
| BCGVE1001B  | Handle construction materials                              | 12                   |
| BCGVE1002B  | Undertake a basic construction project                     | 48                   |
| BCGVE1003B  | Undertake a basic computer design project                  | 36                   |
| BCGVE1004B  | Undertake basic estimation and costing                     | 16                   |
| BCGVE2001B  | Produce construction drawings                              | 24                   |
| BSBCMN209A  | Provide information for clients                            | 30                   |
|   | TOTAL  | <b>330</b>           |
|   | Workplacement (nominal hours)                              | <b>120&gt;160hrs</b> |

## 4. RTO's OBLIGATIONS

The RTO will:

- ensure that the RTO's role is performed in a manner and to a standard that meets the requirements of the Australian Quality Training Framework (AQTF).
- ensure the RTO's staff are aware of and comply with this Agreement, and are sufficiently qualified, skilled and experienced to meet the RTO's obligations.
- provide advice on competency based training, delivery, assessment and reporting procedures.
- assist in monitoring standards against the National General Construction Competency Standards according to the requirements of the endorsed/non-endorsed components of the National General Construction Training Package.
- provide a Statement of Attainment and/or Certificate of Completion to those students who successfully achieve competence.
- provide a written schedule of fees to the school prior to this agreement being signed.

## **5. SCHOOL'S OBLIGATIONS**

The School will:

- ensure the School's Staff are aware of and comply with this agreement
- undertake to ensure that the program will be provided in a manner and to a standard that meets the requirements of the AQTF.
- maintain accurate records, including using the industry endorsed logbook, to enable the RTO to issue Statements of Attainment or Certificates.
- pay any fees, by the due date, that are agreed to
- ensure that delivery staff possess the following qualifications:

### **A Certificate IV in Assessment & Workplace Training or equivalent**

Or

Hold a recognised tertiary teaching qualification, the following assessment units of competence from the national competency standards for assessment "Conduct Assessment in accordance with established assessment procedures" and "Plan and Review Assessment" and, relevant vocational competencies, at least to the level being assessed.

- ensure that delivery staff maintain regular contact with the CITB.
- ensure that students complete the module Occupational Health and Safety (BCG1001A) prior to commencing a workplacement.
- Where the school is a private school the school must confirm that it holds a public risk insurance policy for a minimum amount of \$10,000,000.00 per claim. The school should further be required to provide an indemnity to the RTO to indemnify and render the RTO harmless from and against all actions, claims, demands, losses, damages, costs and expenses for which the RTO is or may be or becomes liable in respect of or arising from any incidents which may arise in consequence of the activities pursuant to the memorandum of agreement.

## **6. CONDITIONS OF THE AGREEMENT**

6.1. No addition or modification of any provision of this Agreement shall be binding upon the parties unless made by written instruction signed by the parties.

6.2. The term of this Agreement commences at the date of execution of the Agreement ("the commencement date") and expires **three years** from the Commencement Date.

6.3. The parties to this memorandum of agreement acknowledge and express a general willingness to negotiate a settlement of any and all disputes in relation to this

agreement, or concerning the performance by either party of its obligations under this memorandum of agreement and shall use their best endeavours to reach such a settlement. In the event that a settlement cannot be reached the parties agree:

- to submit to a process of mediation determined by the RTO; and
- to abide by the recommendations of such a mediation process.

6.4. Termination of the Memorandum of Agreement can be effected by either party providing written notice to the remaining signatories 60 days in advance.

**7. SCHEDULE A**

*(School and RTO to insert details specific to their program – for example student selection, career advice, technical support, employment guarantee, promotional services to be provided as well as any fees agreed upon)*

**8. AGREEMENT**

In witness where each of the representatives have agreed to the terms of this Agreement.

**SIGNED** for and on behalf of <<SCHOOL>> ) .....  
 ) Name of Authorised Officer  
 )  
in the presence of:- )  
 ) .....  
 ) Signature of Authorised Officer  
.....  
Witness Name

.....Date  
Witness Signature

**SIGNED** for and on behalf of <<RTO>> ) .....  
 ) Name of Authorised Officer  
 )  
in the presence of:- )  
 ) .....  
 ) Signature of Authorised Officer  
.....  
Witness Name

.....Date  
Witness Signature

When signed one copy should be retained by each party to the agreement, and a copy forwarded to the Entry Level Training Program at the CITB.

# TRAINING

## Memorandum of Understanding *Doorways 2 Construction Project*

between

---

(School/cluster of schools)

and

---

(Project owner)

### **Background**

The Doorways 2 Construction program is a school-based industry training program that delivers the Certificate 1 in Construction BCG03. In order to make this training as realistic as possible schools are encouraged to find 'live works' projects on which their students can work.

### **Key Points**

- The project is to, as closely as possible, replicate industry activity
- Students are to be engaged in a structured learning program for the duration of the project
- Wherever possible students should be under the supervision of a qualified industry person eg. trades person, site supervisor
- A Training Record Book must be used for each student to record achievement of competence.
- The Training Package Certificate 1 standards form the basis of the teaching and learning program
- Students and teaching staff should undergo a site induction prior to commencing work
- Project work is not to replace the workplacement component of the Doorways 2 Construction course
- A debriefing between the project owner and school should occur at the completion of the project

### **General Principle**

The school/cluster of schools and the project owner agree that in all matters of mutual interest they will operate to a general principle of being 'open, fair and honest' and at all times will endeavour to keep each other advised of matters of mutual interest, ensuring, to the best of their ability, to consult with each other about such matters as they feel appropriate.

### **Project Owner**

In regard to specific matters the Project Owner agrees to:

- make all employees aware of the Doorways 2 Construction program and its aims
- provide a safe working environment
- provide a working environment free from harassment
- nominate a key person to be the contact between the project owner, school(s) and CITB
- provide suitable industry supervision of the project works
- where possible nominate people who have a desire and ability to work with young people to assist the students
- provide a range of tasks suitable for the skill development, as per the competency standards, of the students
- provide representation at 'Program Partners' meetings

### **School/cluster of schools**

In regard to specific matters the school/cluster of schools agrees to:

- nominate a key person to be the contact between the school/cluster of schools, project owner, and CITB
- provide duty of care for the students at all times
- ensure that all insurance and permission forms are completed
- structure the teaching and learning program to ensure that all students have the opportunity to acquire a range of competencies appropriate to the project and within the Certificate 1
- ensure that the auspicing Registered Training Organisation is fully aware of the training environment, teaching and learning program and that they assist with the assessment of competence
- include the person nominated by the project owner in 'Program Partner' meetings

*Agreement*

**SIGNED** for and on behalf of <<Project Owner>> ) .....  
 ) Name of Authorised Officer

in the presence of:- )  
 )  
 ) .....  
 ) Signature of Authorised Officer

.....  
Witness Name

..... Date  
Witness Signature

**SIGNED** for and on behalf of <<School>> ) .....  
 ) Name of Authorised Officer

in the presence of:- )  
 )  
 ) .....  
 ) Signature of Authorised Officer

.....  
Witness Name

..... Date  
Witness Signature

When signed one copy should be retained by each party to the agreement, and a copy forwarded to the Entry Level Training Program at the CITB.

## SECTION 5: QUALITY MATRIX

The Quality Matrix is a planning tool that is used by each D2C program in conjunction with the CITB to identify areas for program development. The Quality Matrix consists of 16 criteria and three levels of performance. Each program should plan to work at the *Best Practice* level and will be supported in this by the CITB.

The CITB uses the Quality Matrix in partnership with each D2C program to ensure that:

- School/industry partnerships are established
- Programs reflect industry conditions
- Students have the opportunity to make the transition from school to work
- D2C is recognised in the community and by industry
- Teachers are supported in their delivery of D2C

The CITB will provide a representative to work with teachers to evaluate their programs against the Quality Matrix each semester. This evaluation will be used to generate information to assist in planning and in identifying areas of where the program can improve.

There will be levels of support the CITB will provide D2C programs that will be tied to the level of performance demonstrated. Currently a program must be performing at the *Foundation* level for D2C badging and CITB support.

~:IMPORTANT::~~

**High Priority:**

**THIS NEEDS TO READ AND UNDERSTOOD BEFORE YOU READ ANY FURTHER**

*Due in part to the requirements of the National Occupational Health Commission's new Standards for the Construction Industry and common concerns regarding legal issues surrounding safety and D2C projects, **all** programs will deliver training in support of the writing of **Job Safety Analyses**.*

***JSA's** are to be written for all projects that involve D2C students.*

To support the introduction of this new development, the CITB will fund for 2006, the training of staff and students associated with the D2C Program delivery. Thereafter, staff with JAS certification will be able to deliver the training themselves.

In order to have consistency and a common state standard, an RTO, selected by tender process will deliver a 4hr training session to each and every program state-wide. The RTO will contact individual programs and their managers to coordinate times and venues.

This should be completed by the end of April 2006.

## QUALITY MATRIX

### Quality framework

This document is designed to help people involved in the delivery of the Doorways 2 Construction Program.

It describes the elements that are involved in delivering a quality program and indicators that give schools and communities the opportunity to plan ways to bring ongoing improvement in D2C programs.

*Schools are encouraged to use the Quality Framework for their own program development and should understand that the CITB will use it when deciding levels of program support.*

The concept for this Quality Framework has come from the Careers Education Quality Framework prepared by Jan Willett for the Australian Student Traineeship Foundation and the Career Education Association of Victoria.

**Copyright CITB 2001**

|                      | <b>Staffing</b>   |  | <b>Work Placements</b>  |  | <b>Career Activities</b>   |  |
|----------------------|---|--|---|--|--|--|
| <b>Best Practice</b> | <p><b>Program has several trained and experienced staff willing and able to deliver the program</b></p> <p><i>A least one teacher, other than the main delivery teacher, has been trained to teach D2C and has undertaken work shadowing.</i></p> |  | <p><b>On and off job training is fully integrated with workplace supervisors actively participating in training.</b></p> <p><i>Employers actively teach and assess students competencies in the workplace</i></p>   |  | <p><b>Career activities are extensive and fully integrated into the program</b></p> <p><i>Industry and service groups are organised for each term and have an understanding of their role in the program objectives</i></p>  |  |
| <b>Consolidation</b> | <p><b>Teacher is experienced in the management of all aspects of the D2C program</b></p> <p><i>Teacher has taught/managed the whole D2C program at least once</i></p>   |  | <p><b>Work placement is planned for and forms an integral part of the program</b></p> <p><i>A pool of employers are involved.</i></p> <p><i>Students understand and accept their responsibility for work placement and complete the log book as a record of achievement.</i></p> <p><i>The work placement component is scheduled into the schools calendar.</i></p> |  | <p><b>Career activities are planned for and are of a professional standard</b></p> <p><i>A number of industry people and service agencies are used to deliver career activities</i></p> <p><i>Program incorporates at least two career activities per term</i></p> |  |
| <b>Foundation</b>    | <p><b>Program has a person who has been trained and is willing to deliver the program</b></p> <p><i>Teacher meets all of the requirement of the RTO as stated in standard seven (7) of the Australian Quality Training Framework.</i></p>         |  | <p><b>Each student is supported to do 4 weeks work placement</b></p> <p><i>A majority of students spend four weeks in the industry.</i></p>   |  | <p><b>Career activities are included in the D2C program</b></p> <p><i>Program incorporates at least one career activity per term.</i></p>  |  |



|                      | <b>Delivery Partnerships</b>  |  | <b>Tools and Equipment</b>   |  | <b>Training Methodologies</b>   |  |
|----------------------|---|--|--|--|---|--|
| <b>Best Practice</b> | <p><b>RTO and schools see themselves as integral partners</b></p> <p><i>RTO and schools actively promote the partnership</i></p> <p><i>Both partners express satisfaction with the partnership</i></p>  |  | <p><b>Program is well equipped with adequate supplies of industry quality tools and equipment</b></p> <p><i>The program has all the tools and resources in an identifiable facility.</i></p> |  | <p><b>Training utilises enterprise methodologies</b></p> <p><i>Projects are planned in advance</i></p> <p><i>Students are engaged in project management tasks</i></p> <p><i>Projects are completed in conjunction with a 3<sup>rd</sup> party project owner</i></p> <p><i>Projects are able to negate program costs</i></p> |  |
| <b>Consolidation</b> | <p><b>RTO has an active role in the training delivery &amp; assessment</b></p> <p><i>Teacher and RTO express confidence in partnership</i></p> <p><i>Teacher and RTO meet at least twice per year</i></p>                                       |  | <p><b>Program has its own industry quality resources in sufficient quantities to be able to undertake projects</b></p> <p><i>The program <u>owns</u> the tools required for delivery</i></p> |  | <p><b>Training is based around live works projects</b></p> <p><i>At least 50% of the program's training is on live works</i></p>  |  |
| <b>Foundation</b>    | <p><b>Program has delivery partner</b></p> <p><i>MOA signed or RTO contracted for delivery</i></p> <p><i>Quality assurance agreed to</i></p> <p><i>Teacher and RTO staff meet at least once per term to discuss delivery and assessment</i></p> |  | <p><b>Program has access to a basic range of tools and equipment</b></p> <p><i>There is access to all the tools and equipment required</i></p>   |  | <p><b>Training allows the full range of Certificate 1 competencies to be covered</b></p> <p><i>Projects are mapped to show how each element is covered</i></p>  |  |

|                      | <b>Publicity</b>  |  | <b>Stakeholders</b>   |  | <b>School Systems and Support</b>   |
|----------------------|---|--|---|--|---|
| <b>Best Practice</b> | <p><b>Program is actively promoted on a regular basis by all stakeholders</b></p> <p><i>A promotions schedule is devised and adhered to</i></p>   |  | <p><b>Program has an established group of stakeholders from industry, education, training and youth services who actively contribute to the management of the program</b></p> <p><i>A management team from school, RTO, industry and the community actively contribute to program management and delivery</i></p> |  | <p><b>School administration staff is committed to the program</b></p> <p><i>Program appears in the long term plans for the school(s)</i></p>  |
| <b>Consolidation</b> | <p><b>Program is recognised within the school and wider community</b></p> <p><i>D2C branding is consistently used<br/>The program is publicised in school and community papers and newsletters.</i></p>           |  | <p><b>Program has a network of stakeholders from industry, education, training and youth services who contribute to the running of the program</b></p> <p><i>School community, industry and community groups are actively involved in aspects of the program</i></p>  |  | <p><b>School structures allow the program to replicate industry conditions</b></p> <p><b>D2C is delivered over a full day</b></p> <p><i>School administration staff actively promote the program</i></p>                            |
| <b>Foundation</b>    | <p><b>Program is promoted within the school community</b></p> <p><i>Course handbook promotes the program.<br/>Student and parent information sessions are held<br/>D2C branding is used in most instances</i></p> |  | <p><b>Program has key stakeholders from education and training who are committed to the program</b></p> <p><i>School personal and RTO personal are supportive</i></p>   |  | <p><b>School administration staff support the program</b></p> <p><i>Other teachers and school administration are positive about the course requirements eg. Workplacement<br/>The program has adequate time to be delivered</i></p> |

|                      | <b>Student Selection Process</b>   |  | <b>On going teacher PD</b>  |  | <b>Student recognition</b>  |  |
|----------------------|--|--|---|--|---|--|
| <b>Best Practice</b> | <p><b>A selection process mirroring industry protocol is used.</b></p> <p><i>Well established and documented application process in place with input from industry and education personnel</i></p> |  | <p><b>Teachers have an ongoing program of professional development that they undertake</b></p> <p><i>Teachers undertake a minimum of 2 days in industry each year</i></p>   |  | <p><b>Students are understood to be competent and work ready when issued with the certificate of completion from the D2C course by industry</b></p> <p><i>Students' achievements are published and recognised by the local community and industry</i></p>                                 |  |
| <b>Consolidation</b> | <p><b>A selection structure is formalised</b></p> <p><i>Formal application process in place with input from industry and education personnel</i></p> <p><i>Parent information nights held</i></p>  |  | <p><b>The need for ongoing teacher PD is recognised</b></p> <p><b><i>Teachers are released to spend time in the industry</i></b></p> <p><i>Teachers are released regularly attend CITB workshops</i></p>                                    |  | <p><b>Student success is acknowledged by school, RTO and industry partners in a formal public manner</b></p> <p><i>A ceremony where students are acknowledged by the school and industry partners is conducted</i></p> <p><i>Programme nominates students for CITB INDUSTRY AWARD</i></p> |  |
| <b>Foundation</b>    | <p><b>A selection process occurs</b></p> <p><i>A cohort of students is selected by the school</i></p> <p><i>Refer to attachment A – Application form</i></p>                                       |  | <p><b>School supports teacher attending professional development opportunities</b></p> <p><i>Teachers attend CITB professional development day</i></p> <p><i>Teachers recognised as being eligible for CITB funded training courses</i></p> |  | <p><b>RTO and school work together to recognise student achievement</b></p> <p><i>Students are awarded Certificates at a school function</i></p>  |  |

|                      | <b>Feedback/evaluation</b>   |  | <b>Program Promotion</b>   |  | <b>Teacher development</b>   |  |
|----------------------|--|--|--|--|--|--|
| <b>Best Practice</b> | <p><b>Programs have systematic and established data collection for planning purposes</b></p> <p><i>Programs have a system of student destination mapping that they use</i></p>                                   |  | <p><b>D2C course is well known and highly thought of by the community and the industry.</b></p> <p><i>Community and industry members voice their support for the program</i></p> <p><i>Community and industry members actively contribute to the program promotion</i></p> |  | <p><b>Teacher wins X-lotto but still elects to work in program.</b></p> <p><i>Teacher wears a Hawaiian shirt and gets a new car</i></p>  |  |
| <b>Consolidation</b> | <p><b>Program plans for continued improvement</b></p> <p><i>An annual survey of participating students, stakeholders and employers is conducted</i></p> <p><i>Results used to refine and promote program</i></p> |  | <p><b>D2C is publicised and recognised in the broader community</b></p> <p><i>At least two promotion activities take place per year eg: articles published in local papers, TV coverage, signage displayed on project site</i></p>   |  | <p><b>Teacher enjoys parts of the program and sees students have success but still wants to win X-lotto</b></p> <p><i>Teacher looks OK but gets several bouts of the flu</i></p> |  |
| <b>Foundation</b>    | <p><b>Programs undertake self evaluation</b></p> <p><i>Programs review progress using the quality matrix</i></p> <p><i>Program submits interim and final reports to CITB</i></p>                                 |  | <p><b>Program is promoted in the school community</b></p> <p><i>At least 2 promotion activities take place each year eg: assembly, newsletter articles, website/intranet</i></p>   |  | <p><b>Teacher has nightmares and wish they would win X-lotto</b></p> <p><i>Teacher looks haggard and unkempt</i></p>   |  |

## QUALITY MATRIX

### *Assessment and Action Planning tool for*

### *Doorways 2 Construction Program*

- *To be used by the CITB to assess D2C programs*
- *To be used by D2C program facilitators to plan for the continued improvement and sustainability of their programs.*

School/program name: \_\_\_\_\_

Author's details: \_\_\_\_\_

CITB verification: \_\_\_\_\_

*Staffing*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>   | <b>Consolidation</b>   | <b>Best Practice</b>  |
|---|--|---|
| Program has a person who has been trained and is willing to deliver the program | Teacher is experienced in the management of all aspects of the D2C program | Program has several trained and experienced staff willing and able to deliver the program |
| Evidence  | Evidence   | Evidence  |

***Planning List a number of tasks to be addressed in the next development stage.***

| TASK  | RESOURCES | PERSON | TIME |
|---|-----------|--------|------|
| <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul> |           |        |      |

*Work Placements*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>                                      | <b>Consolidation</b>  | <b>Best Practice</b>   |
|--|---|--|
| Each student is supported to do 4 weeks work placement | Work placement is planned for and forms an integral part of the program | On and off job training is fully integrated with workplace supervisors actively participating in training. |

|          |          |          |
|----------|----------|----------|
| Evidence | Evidence | Evidence |
|----------|----------|----------|

***Planning*** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Career Activities*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>  | <b>Consolidation</b>   | <b>Best Practice</b>  |
|--|--|---|
| <b>Career activities are included in the D2C program</b> | Career activities are planned for and are of a professional standard | Career activities are extensive and fully integrated into the program |
| Evidence   | Evidence   | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Delivery Partnerships*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>            | <b>Consolidation</b>   | <b>Best Practice</b>                                |
|------------------------------|--|---|
| Program has delivery partner | RTO has an active role in the training delivery & assessment | RTO and schools see themselves as integral partners |
| Evidence                     | Evidence   | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Tools and Equipment*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>  | <b>Consolidation</b>   | <b>Best Practice</b>  |
|--|--|---|
| Program has access to a basic range of tools and equipment | Program has its own industry quality resources in sufficient quantities to be able to undertake projects | Program is well equipped with adequate supplies of industry quality tools and equipment |
| Evidence   | Evidence   | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Training Methodologies*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>  | <b>Consolidation</b>                          | <b>Best Practice</b>                       |
|--|---|--|
| Training allows the full range of Certificate 1 competencies to be covered | Training is based around live works projects. | Training utilises enterprise methodologies |
| Evidence   | Evidence                                      | Evidence                                   |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Publicity*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>                               | <b>Consolidation</b>  | <b>Best Practice</b>  |
|---|---|---|
| Program is promoted within the school community | Program is recognised within the school and wider community | Program is actively promoted on a regular basis by all stakeholders |
| Evidence  | Evidence  | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK             | RESOURCES | PERSON | TIME |
|------------------|-----------|--------|------|
| ▪<br>▪<br>▪<br>▪ |           |        |      |

*Stakeholders*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>   | <b>Consolidation</b>   | <b>Best Practice</b>  |
|---|--|---|
| Program has key stakeholders from education and training who are committed to the program | Program has a network of stakeholders from industry, education, training and youth services who contribute to the running of the program | Program has an established group of stakeholders from industry, education, training and youth services who actively contribute to the management of the program |
| Evidence  | Evidence   | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*School Systems and Support*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>                           | <b>Consolidation</b>                                       | <b>Best Practice</b>                                     |
|---|--|--|
| School administration supports the program. | School structures allow the program to replicate industry. | School administration staff is committed to the program. |
| Evidence                                    | Evidence   | Evidence   |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK | RESOURCES | PERSON | TIME |
|------|-----------|--------|------|
| ▪    |           |        |      |
| ▪    |           |        |      |
| ▪    |           |        |      |
| ▪    |           |        |      |

*Student Selection Process*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>          | <b>Consolidation</b>                | <b>Best Practice</b>                                     |
|----------------------------|-------------------------------------|--|
| A selection process occurs | A selection structure is formalised | A selection process mirroring industry protocol is used. |
| Evidence                   | Evidence                            | Evidence   |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK | RESOURCES | PERSON | TIME |
|------|-----------|--------|------|
| ▪    |           |        |      |
| ▪    |           |        |      |
| ▪    |           |        |      |
| ▪    |           |        |      |

*On going teacher PD*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>  | <b>Consolidation</b>                          | <b>Best Practice</b>   |
|--|---|--|
| School supports teacher attending professional development opportunities | The need for ongoing teacher PD is recognised | Teachers have an ongoing program of professional development that they undertake |
| Evidence   | Evidence                                      | Evidence   |

**Planning List a number of tasks to be addressed in the next development stage.**

*Student recognition*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>   | <b>Consolidation</b>   | <b>Best Practice</b>  |
|---|--|---|
| RTO and school work together to recognise student achievement | Student success is acknowledged by school, RTO and industry partners in a formal public manner | Students are understood to be competent and work ready when issued with the certificate of completion from the D2C course by industry |
| Evidence  | Evidence   | Evidence  |

**Planning List a number of tasks to be addressed in the next development stage.**

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Feedback/evaluation*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>                  | <b>Consolidation</b>                    | <b>Best Practice</b>   |
|------------------------------------|---|--|
| Programs undertake self evaluation | Program plans for continued improvement | Programs have systematic and established data collection for planning purposes |
| Evidence                           | Evidence                                | Evidence   |

**Planning** List a number of tasks to be addressed in the next development stage.

| TASK   | RESOURCES | PERSON | TIME |
|--|-----------|--------|------|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |           |        |      |

*Program Promotion*

Using the Quality Matrix as a guide, fill in the table below with examples of how your D2C program meets each indicator up to the level you are operating at.

| <b>Foundation</b>                           | <b>Consolidation</b>                                      | <b>Best Practice</b>  |
|---|---|---|
| Program is promoted in the school community | D2C is publicised and recognised in the broader community | D2C course is well known and highly thought of by the community and the industry. |
| Evidence                                    | Evidence  | Evidence  |

**Planning** List a number of tasks to be addressed in the next development stage.

## SECTION 6: WORKPLACEMENT

Workplacement is an essential component of the D2C program for the following reasons:

Workplacement

- allows the student to undertake more specific work in a field of their interest
- helps the student to determine the career area they would like to follow
- gives the student an understanding of the 'real world' of site work
- helps the student develop contacts within the industry
- develops a sense of work ethic

Students undertaking the Doorways 2 Construction program must undertake a **minimum of 4 weeks** of work placement. This is incorporated in the assessment of D2C and each double unit of SACE at stage 1 requires 10 days of SWL and the Stage 2 double unit for the D2C program requires 20 days.

It is the schools' decision as to whether students complete 4 x 1 weeks, 2 x 2 weeks or 1 x 4 weeks and when placements occur. However, it is essential that students complete an industry/course induction and have had **Green Card Training** prior to a work placement.

Some students may be best placed with the same workplace supervisor for all of their weeks, others may stay in the same occupation but be placed with different supervisors. Students who are unsure of what career path to follow may be best suited to 4 placements in four different areas.

The school is responsible for organising the work placements for their students however, the CITB may be able to be of some assistance.

The CITB Work Placement Record Book should be used for each work placement. The Work Placement Record Book lists the tools that a student used, the tasks that they completed and their general attitude in a work situation. It is the **students' responsibility** to complete the Work Placement Record Book and have their workplace supervisor sign it to verify accuracy.

The Work placement Record Book can be used by students when they apply for jobs.

## WORKPLACEMENT

### **School Students Undertaking Work Placement on Commercial/Industrial Building Sites**

Included in the State government's 'Inskill SA' policy is the ability for building contractors to gain credit points for providing work placements/experiences to secondary school students.

This paper outlines the policies, procedures and resources that are currently available to support secondary school students safely undertaking work placement on building sites in South Australia, including those that are regarded as commercial/industrial.

### **Work Experience and Work Placement**

Work Experience and work placement are significantly different and serve different purposes for students.

Work Experience refers to an unstructured 'taste of a job' that usually manifests itself as a one-week block undertaken at year 10 and/or year 11. There is no formal vocational training associated with the experience, usually little 'work readiness' preparation, and students tend to organise the experience themselves. The CITB does not actively support, or facilitate, students completing work experience.

Work Placement on the other hand, forms an integral part of a wider vocational education and training program for students. Students are enrolled in a program of industry training eg. the Certificate 1 in Construction and their activities in the work place are guided by a set of competencies that they are required to learn and then demonstrate. Generally school, RTO or Group Training personnel source and monitor the work placements. Each employer is assessed for his or her capability to provide a safe environment, and for his or her ability to teach the competencies. It should be noted that school students on work placement may have had more training than first year apprentices in their first few months of work.

CITB actively encourages and supports students undertaking work placements through its Doorways 2 Construction (D2C) program.

### **Doorways 2 Construction**

To date D2C students have completed work placements on housing sites and civil sites in a range of trade areas. The CITB has advised schools that industrial action may arise if students are placed on commercial/industrial sites. Of the 33,300 hours of work placement conducted on building and construction sites to date, no injury has occurred.

When undertaking work placement as part of the Doorways 2 Construction program students are protected by the Department for Education, Training and Employment's (DECS) policies and procedures which are generic for all industries, and the policies and procedures of the CITB which deal with issues specific to the building and construction industry.

### **DECS Policies & Procedures**

All school students, whether enrolled in a government, catholic education or independent school, are covered by the Department of Education and Children's Services Workplace Learning Conditions and Guidelines 1996. These guidelines and conditions cover each student for personal accident insurance.

Key aspects of this DECS policy are that:

- Students are 15 years of age before participating in a work placement. (Exceptions to this rule may be made at the discretion of the school Principal as to the measurable benefits to be gained by any particular student)
- Vocational placements must not exceed 240 hours with any one provider
- No student must be paid or receive a material reward

- The work placement provider (employer) must hold a public liability policy, or protection & indemnity insurance or a self-funding arrangement and must state this on the workplace agreement form.
- Teachers are required to consult with the employer as to worksite safety and duty of care for the student
- Teachers are required to take reasonable steps to ensure that the working conditions the young person will be placed in are free from harassment and unlawful discrimination
- Teachers are required to visit students personally or make direct telephone contact at least once during the placement
- Under no circumstances are students on work placement to be used to take the place of striking workers or to be used to the work placement providers advantage in industrial disputes

### **CITB Policies and Procedures**

The CITB recognises that building and construction is a potentially dangerous industry and endeavours to provide the industry specific advice and resources to ensure student safety. This includes:

- Recommending that students do not undertake a placement until they have completed at least **25%** of the Certificate 1 in Construction training
- Recommending that students have completed the underpinning knowledge for the unit of competency 'Carry out OHS&W requirements' (40 hours) and "Green Card' Training prior to their first work placement
- Part-Paying for all D2C students & teachers to complete '**Green Card**' training with a Work Cover accredited trainer
- Providing each D2C student with safety glasses, a long sleeved work shirt and provides each D2C school with a set of hard hats and safety vests for students to use whilst on placement
- Requiring that all D2C students possess their own safety boots
- Providing each D2C school with teaching materials relating to OHS&W
- Providing advice for D2C teachers as to how to organise work placements and on the commercial/industrial sector
- Facilitating a number of site visits to commercial/induction sites
- Recommending that students do not perform work on roofs, under cranes, or on road works

### **Conclusion**

The CITB is committed to encouraging young people to join the building and construction industry and to assisting them to develop the skills, abilities and personal attributes that will allow them to become the leaders of the future. It does this through the Doorways 2 Construction program which has, as a core component, a period of work placement.

The CITB seeks advice from all parties in relation to the current arrangements supporting students undertaking work placements on building sites. It welcomes the opportunity to work with stakeholders to further refine policies and procedures that will enable students to safely undertake placements across the whole of the building and construction industry.

## WORKPLACEMENT

### Checklist for persons organising work placements

#### Essential Qualities

When selecting workplace supervisors for your students choose only people who:

- Regularly work in the building and construction industry
- Have public liability insurance (workplace supervisors who are employees of companies are not required to personally hold such insurance)
- Hold industry qualifications/licences
- Abide by OHS&W regulations
- Have a willingness to work with young people
- Have a desire to pass on skills and knowledge

#### At the beginning of the course

- Plan when you will conduct the work placements, ensure you have administration support then book the dates into the school(s) calendar(s)
- Clarify who will find the placements, match students, induct supervisors and visit students to assess them
- Identify employers to provide structured work placements and get a commitment in principle. You will need at least 1.5 times the number of employers to the number of students.
- Ask employers if they are able to assist with the transport of students to and from site
- Ensure that you have a wide cross section of employers spanning the civil, housing and commercial sectors.
- Record the employers current contact details and type of work they engage in

#### Two weeks prior to the work placement

*Mandatory Green Card training must be complete*

- Assess if students are workplace ready
- Contact employers again and confirm their ability to host work placement at the designated time. Ascertain where they will be working at this time. *\*Note: many sub-contractors will not know where they are working until a few days beforehand*
- Tentatively match students to employers. Match students without transport to employers working locally or those who have agreed to pick up and drop off students
- Get parents, students and the school to sign the work placement agreement forms  
*Note: If students are travelling with their workplace supervisor to and from the site, or in the course of the placement, ensure that parents are fully aware of this and have given their consent in writing*
- Prepare students for the work placement

#### One week prior

- Confirm matching of students to employers

- Visit employer and conduct a supervisor induction. Induction should cover:
  - √ coordinator contact details
  - √ student details
  - √ supervisor responsibilities – use the ‘Workplacement checklist for employers’
  - √ the meaning of competence
  - √ using the Work placement Record Book
  - √ how the work placement will work – use the ‘Workplacement procedures for employers’

Note: Keep the amount of paperwork you ask employers to read to the bare minimum – frequent ‘chats’ are a more effective way of conveying information

- Ensure the employer has signed and returned the work placement agreement form
- Provide details of the work placement to students
- Student to contact employer to introduce themselves and confirm arrangements

### **First day of the placement**

- Contact each employer to ensure first day went smoothly

### **Mid way through the placement**

- Visit the student on site to check on progress. If necessary mediate problems between the student and employer.
- Ensure that training is occurring and support the employer and student in the use of the Work placement Record Book

### **At the end of the placement**

- Encourage the employer to discuss the placement with the student
- Gather informal feedback about the placement and the course from the employer and student
- Ensure the student has completed the Workplace record book and the employer has contributed in the appropriate place with comments and verification of student’s work

### **After the placement**

- Provide an opportunity for students to discuss and reflect on the placement in the classroom and with the supervising teacher
- Discuss with each student their Work placement Record Book and plan the next competencies to be achieved
- Reflect on feedback gathered and make changes to work placement procedures for next time
- Organise the writing of ‘thankyou’ letters from student to supervisors

## Workplacement Procedures for Employers

### Before the placement

- The student will contact you prior to the placement
- Arrange with the student when and where they are to meet you on the first day and what time and where they will end the day
- Familiarise yourself with the Work placement Record Book – put a mark against any that you feel you can cover
- Plan some simple tasks that you can teach the student that they can get on with while you are busy

### During the placement

- Have the same expectations of the student as you would of an apprentice/trainee
- Make time at least once a day to teach the student a new skill (refer to the work placement checklist for employers)

### At the end of the placement

- Verify the claims the student has made in the Work placement Record Book (Note: the student should have filled the majority of the Work placement Record Book in)
- Make some overall comments as to the student's performance and their suitability for work in the industry.
- Return the Work placement Record Book to the student/school
- Give some overall feedback to the student and school – this can be an informal chat with the student &/or the school coordinator
- Indicate whether you would be prepared to host another student on work placement

### On the first day

- Discuss with the student any rules/preferences/policies you may have – In particular safety policies. Larger companies may have an induction process
- Explain the work that you will be doing that day/week to the student
- Discuss the Work placement Record Book with the student and agree on the skills to be covered

### During the placement

- Select a **simple task** for the student to begin on
- Show** the student how to do that particular task - you may need to demonstrate the task several times if it is complex
- Tell them** why you do it this way and the problems that may be encountered
- Watch the student **practice** until he/she feels comfortable and you assess that they are ready to work on their own
- Let the student **complete the task on their own** - if possible a number of times
- Give encouragement and positive feedback.** Show/tell the student what they are doing wrong if necessary

### **At the end of the placement**

- Debrief the placement with both the student and the school – this may be done separately
- Add final comments to the Work placement Record Book and return to the student

## SECTION 7: CAREERS

### Giving Career Advice

The third component of the Doorways 2 Construction program is career advice. It is recommended that program coordinators set aside time with their students to talk about building and construction careers. This is best done all the way through the course with the detail of the information gradually increasing.

Career advice may include:

Guest speakers eg. Apprentice, Group Training Organisation personnel, CITB staff

Website review ([myfuture.gov.au](http://myfuture.gov.au), [jobjuice.gov.au](http://jobjuice.gov.au), [careerone.com.au](http://careerone.com.au))

Visits to training institutions

Resume/letter writing/portfolio assistance

Mock interviews

Mock Group Training Organisation testing

The CITB strongly encourages each program to form a close relationship with a Group Training Company. The Group Training Organisation could provide the following to the school:

- Assistance with selection of students into the program
- Guest speakers for student and parent groups
- Industry contacts for work placements
- Presentation of awards
- Offers of employment to graduates

## CAREERS

### Careers and Vocational Learning Officer

The CITB funds, in partnership with the Department of Education and Children's Services, a careers and vocational learning officer who is able to attend career nights and talk to students and parents about a range of issues associated with careers in the construction industry.

Schools running a D2C program can request this person for a number of activities including interviewing students, speaking to school staff, groups of parents, and talking to students. An industry display/stand can also be arranged for career nights and EXPOs depending on availability.

### Career Schedule

#### Term 1

*Goal: Students understand the industry and are aware of the career pathways that exist*

- ✓ Students are aware of each of the sectors of the industry
- ✓ Students are aware of each of the career levels within the industry and the jobs available in each
- ✓ Students understand the sub-contractor nature of the industry and the implications for managing their own careers

#### Term 2

*Goal: Students understand how to access career opportunities*

- ✓ Students understand how to enter each career level
- ✓ Students are aware of the CITB and its role in supporting further training
- ✓ Students are fully aware of mechanisms employers use to recruit employees
- ✓ All Students have a personalised job seeking action plan

#### Term 3

*Goal: Students identify the opportunities for them in the industry and are ready to apply for jobs*

- ✓ Students identify occupations of interest to them
- ✓ Students review their personalised job seeking action plan
- ✓ All students have an up to date resume tailored to the building and construction industry
- ✓ All Students have a template letter that they can use to apply for jobs
- ✓ Students are starting to build their industry networks

#### Term 4

*Goal: Students are successful in winning jobs*

- ✓ All students have a personalised job seeking action plan
- ✓ Students participate in mock interviews
- ✓ Students have the confidence to actively pursue career opportunities



## CAREERS

### Group Training Organisations partnership with D2C programs

All D2C programs are encouraged to actively seek a partnership arrangement with the Group Training Organisations employing apprentices in the construction industry. About half of the apprentices currently employed in the industry are employed through GTOs. Any employer who registers with the CITB including GTOs will receive a \$750 incentive if they employ a D2C graduate as long as the graduate has completed the full certificate and 20 days of workplacement.

GTOs are a ready source of employment for young people exiting the D2C program and they are keen to take on employees who are work ready and skilled.

### Some examples of D2C programs and their Group Training Organisation partners

| Group Training Organisation  | Doorways 2 Construction Program   |
|--|---|
| Career Employment Group (CEG)  | St Johns College  |
| Group Training Employment (GTE or SERGAS)                                | South East Cluster  |
| HIA Group Apprenticeship Scheme (SA) Ltd (HIAGAS)                        | St Michaels College, Southern Vocational College  |
| Master Builders Group Training Scheme (MBGTS)                            | Cardijn College, Salisbury High School (NF),  |
| Maxima Group Training  | St Michaels College, Salisbury High School (NF), Southern Vocational College  |
| Painting Apprentice Industry Training Group Scheme Inc (PAINT)           | Southern Vocational College, Salisbury High School (NF)   |
| Plumbing Electrical Electronic and Refrigeration Organisation Inc (PEER) | Southern Vocational College, Cardijn College, St Michaels College,  |
| Statewide Group Training SA  | Para Hills High School, Southern Vocational College, Murraylands Cluster, Windsor Gardens Vocational College, Banksia Park High School, Mid North Cluster |
| Trainee & Apprentice Placement Services Inc (TAPS)                       | St Michaels College   |



## Group Training Companies Contact Details

### **Specialist Group Training Companies**

\*These group-training companies specialise in particular trades or sectors within the Building and Construction Industry

#### **Master Painters**

41 Goodwood Road  
Wayville SA 5034  
Ph. 83735844  
Fax. 83735977  
[paint@adelaide.on.net](mailto:paint@adelaide.on.net)

#### **Housing Industry Association (HIA)**

##### **Group Training Company**

Cnr Port Road and Station Place  
Hindmarsh SA 5007  
Ph: (08) 8340 5914  
Fax: (08) 8346 0922  
Email: [sa\\_enquiry@hia.asn.au](mailto:sa_enquiry@hia.asn.au)  
Internet to: [www.buildingonline.com.au](http://www.buildingonline.com.au)

#### **Master Builders Association (MBA)**

##### **Group Training Scheme**

47 South Terrace  
Adelaide SA 5000  
Ph: (08) 8211 7466  
Fax: (08) 8231 5240  
Email: [buildsa@mbasa.com.au](mailto:buildsa@mbasa.com.au)  
Internet: [www.mbasa.com.au](http://www.mbasa.com.au)

#### **Trainee and Apprentice Placement Services (TAPS) Inc.**

\* Specialise in Plumbing apprentices  
235 Glen Osmond Road  
FREWVILLE SA 5063  
Ph: (08) 8433 1200  
Fax: (08) 8433 1212  
Email: [mail@tapssa.com.au](mailto:mail@tapssa.com.au)  
Internet: [www.tapssa.com.au](http://www.tapssa.com.au)

#### **Plumbing, Electrical, Electronic and Refrigeration (PEER) Training**

1042 Port Road  
ALBERT PARK SA 5014  
Ph: (08) 8348 1200  
Fax: (08) 8348 1201  
Email: [peer.training@adelaide.on.net](mailto:peer.training@adelaide.on.net)

### **General Group Training Companies**

These Group Training companies take on apprentices and trainees across all industry areas, including Building and Construction.

#### **Group Training Employment**

173 Commercial Road  
Mount Gambier SA 5290  
Ph: (08) 8721 2345  
Fax: (08) 8725 5560  
Email: [enquiries@gte.org.au](mailto:enquiries@gte.org.au)  
[www.gte.org.au](http://www.gte.org.au)

#### **Maxima Group Training**

425 Henley Beach Road  
Brooklyn Park SA 5032  
Ph: (08) 8234 9239  
Fax: (08) 8234 2306  
Email: [group.training@maxima.com.au](mailto:group.training@maxima.com.au)

#### **Statewide Group Training**

PO Box 60  
Blyth SA 5462  
Ph: (08) 8844 5055  
Fax: (08) 8844 5044  
Email: [statewide@sgt.net.au](mailto:statewide@sgt.net.au)

#### **Career Employment Group**

PO Box 490  
Whyalla SA 5600  
Ph: (08) 8645 3033  
Fax: (08) 8645 3718  
Email: [shelley.jonker@ceg.net.au](mailto:shelley.jonker@ceg.net.au)

#### **Need further information**

Construction Industry Training Board  
5 Greenhill Rd.  
WAYVILLE SA 5034  
Ph. 81729500  
Fax. 81729501  
Email [catherine@citb.org.au](mailto:catherine@citb.org.au)  
Internet: [www.citb.org.au](http://www.citb.org.au)



## ***Section 8: Reporting***

The collection of data in relation to the Doorways 2 Construction program is a major process that allows us to justify the resources used for the program. Students who have not had their results submitted to the CITB will not be eligible for the \$750 employer incentive should they receive an offer of an apprenticeship. Statistics gathered are to help monitor unit of competence completions, weeks of work placement completed and student outcomes. We are also interested in monitoring student satisfaction and a phone survey is completed each year to monitor student progression from school into the Building and Construction industry

The most recent D2C report can be found on the CITB website [www.citb.org.au](http://www.citb.org.au):

### **TimeLine**

| <b>Month</b>    | <b>Activity</b>   |
|-----------------|---|
| <b>January</b>  | Teachers to complete the Program & Class Registration forms   |
| <b>February</b> | Current Students to register on LATAS   |
| <b>July</b>     | Survey Students<br>Interim Statistics for the year completed by programs and forwarded to CITB (Destination/Achievement/WorkPlacement)  |
| <b>August</b>   | Produce reporting   |
| <b>December</b> | Final Statistics for current year completed by programs and forwarded to CITB (Destination/Achievement/WorkPlacement)<br>Student Certificates for D2C completion sent to programs |







## **SECTION 9: PUBLICITY & PROMOTIONS**

### **Student Awards**

#### **Doorways 2 Construction Industry Awards**

At the end of the year the CITB supports the recognition of our best D2C students with an industry award.

Each D2C program may nominate a student who is considered to have demonstrated commitment to the program and who has shown the greatest potential for a career in construction.

The award will consist of a gift (tool) and a framed certificate.

## **PUBLICITY & PROMOTIONS**

### **Building Skills**

Building Skills is a quarterly newsletter produced by the ELT program and providing key information about D2C and the success of its current programs. We usually include several Columns and Feature Stories and at least one program profile per issue. Building Skills is forwarded to schools, people working within the Building & Construction Industry and Members of Parliament (instructions below)

## PUBLICITY & PROMOTIONS

### Branding of Programs & Provision of Signage

D2C schools have been provided with a CD of logos for usage when promoting D2C and associated events.



D2C Design/Logo is currently under review



## **PUBLICITY & PROMOTIONS**

### **Launches**

#### **Program Promotion**

The CITB organises public events aimed at showcasing the D2C programs and the industry in general. We try to do this twice a year.

We use every opportunity to submit articles about the D2C program in all Industry and Educational Journals.

One of the criteria in the Quality Matrix is that D2C programs plan for and generate their own publicity at a local level.

## SECTION 10: RESOURCES

### ***Certificate 1 in Construction Learner Guides***

***CD \$120.00***

**Order form and Brochure available from CITB.**

***Hard copy \$202.00***

**Ph. 8172 9513**

A set of student workbooks designed to complement the teaching of Certificate 1 in Construction. The workbooks focus on basic aspects of the industry providing underpinning knowledge in an easy to read, student friendly format.

### ***Student Assessment Record Book***

***\$9.00/ FREE to Schools***

The trainers' record of student competencies. Covers Certificate 1 competencies from General Construction training Package. The Training Record Book is included in the Learner Guide set – see above.

### ***Work placement Record Book***

***\$9.00/ FREE to Schools***

The Work placement Record Book allows students to record, and have verified, their skills and abilities on site. The Work placement Record Book is included in the Learner Guide set – see above.

### ***Certificate of Completion***

***FREE***

The official certificate of completion of the Doorways 2 Construction program. Necessary for the application for the \$750 employer incentive for employing a D2C graduate.

### ***Career Brochures***

***FREE***

Set of 5 A4 sized Careers Brochures outlining destinations and career paths within the Building and Construction industry. The Careers Brochures can also be downloaded from our website [www.citb.org.au](http://www.citb.org.au)

All prices are GST inclusive unless otherwise stated