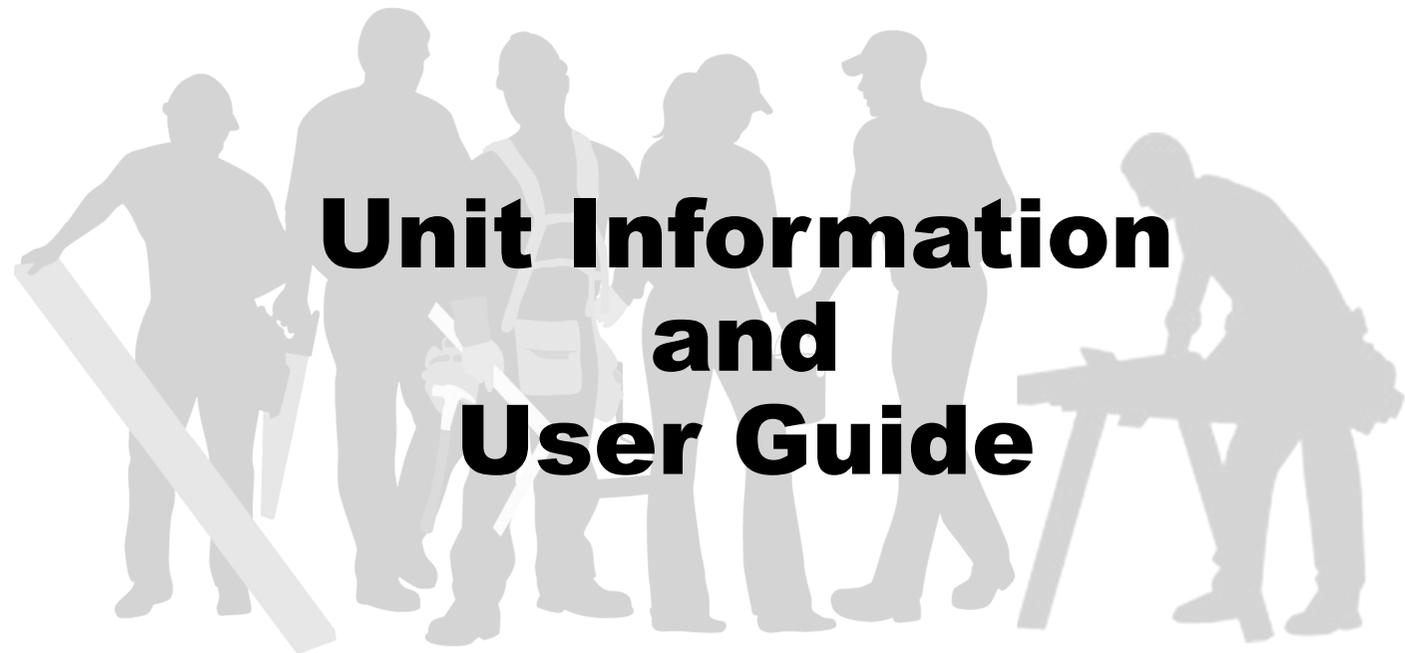


**CPC - Construction, Plumbing and Services  
Training Package**

**CPC2020  
Certificate 2 in Construction Pathways**



**Unit Information  
and  
User Guide**

**PASSING**

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COWES VICTORIA 3922**

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## INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

# Construction Units Certificate 2 Construction Pathways

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd  
PO Box 975  
COWES VICTORIA 3922**

**Telephone 1 300 64 98 63**

**Email [info@passinglane.com.au](mailto:info@passinglane.com.au)**

**Web [www.passinglane.com.au](http://www.passinglane.com.au)**

## INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages.

Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



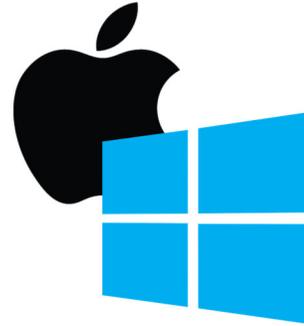
## Adobe Acrobat Reader

The latest Acrobat Reader software is available at no charge from the website:

***<http://get.adobe.com/reader/>***

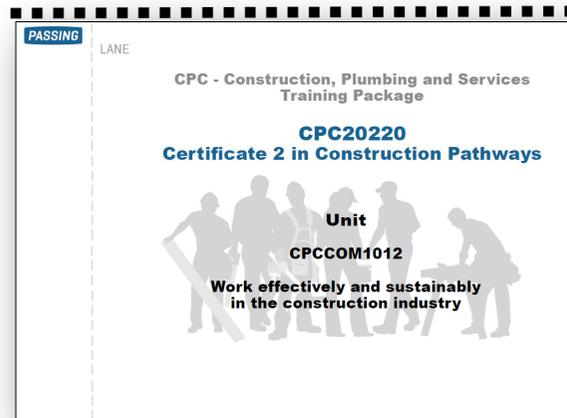
## INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.



Generally, the materials are easily exported online learning platforms (LMS).

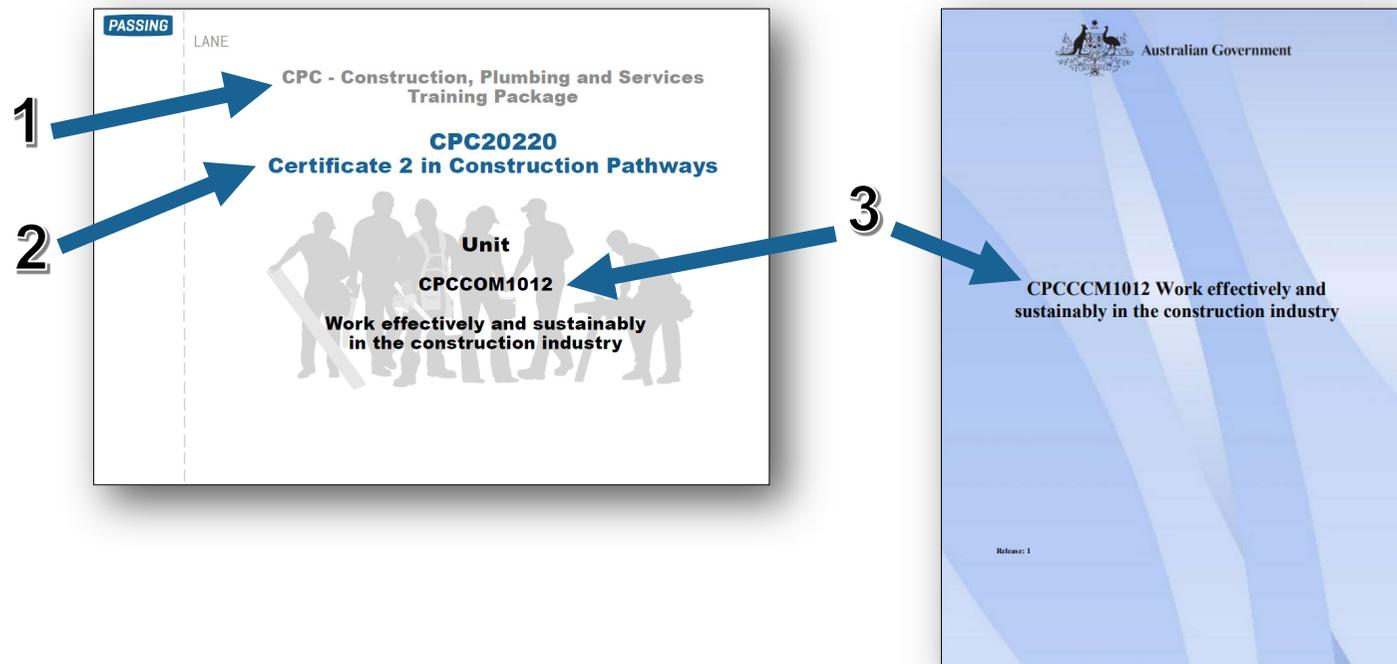
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



**MANUAL CONTENT**

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify:

- 1) The training package
- 2) The qualification
- 3) The specific 'Unit of Competency' the content is addressing



## MANUAL CONTENT—CONT'D

The beginning of the Passing Lane manuals is the Unit of Competency Overview page(s), which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

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**UNIT OF COMPETENCY OVERVIEW**

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

**CPCCOM1012 WORK EFFECTIVELY AND SUSTAINABLY IN THE CONSTRUCTION INDUSTRY**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Work effectively in a team</b>	1.1 Participate in planning work tasks with team members 1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives 1.3 Work with team members following guidelines, directions and instructions to complete work tasks 1.4 Work with team members to resolve problems that impede the team's performance
<b>2. Investigate construction industry employment pathways</b>	2.1 Describe the process for becoming a tradesperson or skilled operator in the construction industry 2.2 Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry
<b>3. Identify and follow environmental and resource efficiency requirements</b>	3.1 Identify environmental and resource efficiency requirements that apply to entry level roles in the construction industry 3.2 Follow requirements to identify and report environmental hazards 3.3 Follow requirements to identify and report resource efficiency issues

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

CPCCOM1012 Work effectively and sustainably in the construction industry

Page 8

CPCCCM1012 Work effectively and sustainably in the construction industry

Date this document was generated: 17 January 2019

**CPCCCM1012 Work effectively and sustainably in the construction industry**

**Elements and Performance Criteria**

Elements describe the	Performance criteria describe what needs to be done to demonstrate
<b>1. Work effectively in a team</b>	1.1 Participate in planning work tasks with team members 1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives 1.3 Work with team members following guidelines, directions and instructions to complete work tasks 1.4 Work with team members to resolve problems that impede the team's performance
<b>2. Investigate construction industry employment pathways</b>	2.1 Describe the process for becoming a tradesperson or skilled operator in the construction industry 2.2 Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry
<b>3. Identify and follow environmental and resource efficiency requirements</b>	3.1 Identify environmental and resource efficiency requirements that apply to entry level roles in the construction industry 3.2 Follow requirements to identify and report environmental hazards 3.3 Follow requirements to identify and report resource efficiency issues

It applies to workers in the construction industry. It involves working under supervision in a team environment.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

**Pre-requisite Unit**  
Nil

**Unit Sector**  
Construction

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Page 2 of 4  
Artibus Innovation

## MANUAL CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the **'Unit of Competency'** and the unit's **'Elements'** and **'Performance Criteria'**.

The **Table of Contents** show that each section title is the actually the same as the Unit of Competency's **'Element'**.

The diagram illustrates the alignment between the Table of Contents, the Unit of Competency manual, and the Section One manual. The Table of Contents lists sections such as 'Section One: Work effectively in a team', which corresponds to 'Element 1: Work effectively in a team' in the manual. This element is further detailed in the 'Section One: Work Effectively in a Team' manual page, which lists performance criteria like '1.1 Participate in planning work tasks with team members'.

**Table of Contents (Left Panel):**

- Introduction Page 5
- Unit of Competency Overview Page 8
- Section One: *Work effectively in a team* Page 9
- Section Two: *Investigate construction industry employment pathways* Page 23
- Section Three: *Identify and follow environmental and resource efficiency requirements* Page 51
- Self Assessment Page 60

**Unit of Competency Manual (Right Panel):**

CPCCCM1012 Work effectively and sustainably in the construction industry Date this document was generated: 17 January 2019

**CPCCCM1012 Work effectively and sustainably in the construction industry**

**Elements and Performance Criteria**

Elements describe the	Performance criteria describe what needs to be done to demonstrate
1. Work effectively in a team	1.1 Participate in planning work tasks with team members 1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives 1.3 Work with team members following guidelines, directions and instructions to complete work tasks 1.4 Work with team members to resolve problems that impede the team's performance
2. Investigate construction industry employment pathways	2.1 Describe the process for becoming a tradesperson or skilled operator in the construction industry 2.2 Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry

**Section One Manual (Bottom Panel):**

CPCCCM1012 Work effectively and sustainably in the construction industry Page 9

**Section One**

**Work Effectively in a Team**

1 Identify environmental and resource efficiency requirements that apply to entry level roles in the construction industry

2 Follow requirements to identify and report environmental hazards

3 Follow requirements to identify and report resource efficiency issues

in the construction industry. It involves working under supervision in a  
 tive, or certification requirements apply to this unit at the time of

**Unit**

Approved  
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 Artibna Innovation

## MANUAL CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the Element's **'Performance Criteria'**.

CPCCCM1012 Work effectively and sustainably in the construction industry Page 2

# Section One

## Work Effectively in a Team

CPCCCM1012 Work effectively and sustainably in the construction industry Page 11



### PARTICIPATE IN PLANNING WORK TASKS WITH TEAM MEMBERS

A team is a set or group of people working together with a common goal or purpose. A construction site (depending on its size) may have several different teams in operation - each focussing on a specific task or project.

Generally, the goals of a construction company is to start a project and complete it on time, on budget and of the quality expected by the client.

The construction (or building) company will then hire skilled workers (or engage subcontractors) to perform various tasks or activities that once completed, will eventuate in a completed project.

Workers (whether employed by the company or work with a subcontractor) will often work in a team.

This team could be as small as two people, such as an apprentice and a tradesperson, or could be a number of workers like 10-12 concreters working on a high rise building project.

For a team to be effective they need to know what the 'site goals' are and these are generally communicated by way of work instructions and reinforced by site managers through various types of communication, such as site meetings or written ongoing instructions.

For example, the site goals are to have all the 'roughed in' plumbing in place by mid week so that the concrete can be poured for the slab before the end of the week. The plumbers now know what the site goals are.

The next team, being the concreters, know that their contribution to the site goals will be to have the slab poured by the end of the week.

Student / Trainee Manual  
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CPCCCM1012 Work effectively and sustainably in the construction industry Date this document was generated: 17 January 2019

### CPCCCM1012 Work effectively and sustainably in the construction industry

#### Elements and Performance Criteria

Elements describe the	Performance criteria describe what needs to be done to demonstrate
1. Work effectively in a team	1.1 Participate in planning work tasks with team members 1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives 1.3 Work with team members following guidelines, directions and instructions to complete work tasks 1.4 Work with team members to resolve problems that impede the team's performance

1. Work effectively in a team	1.1 Participate in planning work tasks with team members 1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives 1.3 Work with team members following guidelines, directions and instructions to complete work tasks 1.4 Work with team members to resolve problems that impede the team's performance
2. Investigate construction industry employment pathways	2.1 Describe the process for becoming a tradesperson or skilled operator in the construction industry 2.2 Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry
3. Identify and	3.1 Identify requirements that apply to

**Enlarged**

The manual's information is supported with graphics, charts, tables, photos and drawings.

## MANUAL CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of **Student/Trainee** and the **Teacher/Trainer** manuals.

We will go through each in more detail.

### STUDENT/TRAINEE MANUAL

The '**Student/Trainee Manual**' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with an icon.

## Learning Activity

CPCCCO2013 Carry out concreting to simple forms Page 61

**Learning Activity**

**Task**

**LEARNING ACTIVITY FOUR**

Over the next few pages we have provided pictures that show a specific tool or piece of equipment being used similar to those we had reviewed in this Section. For each picture tell us what the name of the tool is.

1 

2 

3 

4 

Student / Trainee Manual  
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## MANUAL CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

### **Questions**

Questions would relate to the information presented on previous pages.

### **Research**

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

A blue rounded rectangular button with the text "Learning Activity" in white, bold, sans-serif font.

**Research**

### **Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

### **Interviews**

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

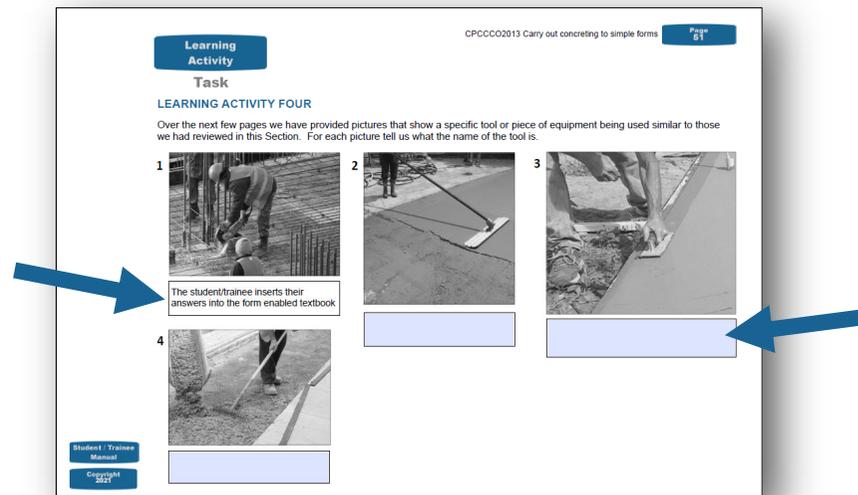
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## MANUAL CONTENT—CONT'D

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

### **IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.**

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The ***'first'*** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

*After* the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

## MANUAL CONTENT—CONT'D

### Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

CPCCOM1012 Work effectively and sustainably in the construction industry Page 60

#### SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on. This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- This training unit had three sections with training subject matter on working in the construction industry. After reviewing the information in Section One, are you confident that you understand and could:
  - 1) Participate in planning work tasks with team members?
  - 2) Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives?
  - 3) Work with team members following guidelines, directions and instructions to complete work tasks?
  - 4) Work with team members to resolve problems that impede the team's performance?
- After reviewing the information in Section Two, are you confident that you understand and could:
  - 1) Describe the process for becoming a tradesperson or skilled operator in the construction industry?
  - 2) Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry?
- After reviewing the information in Section Three, are you confident that you understand and could:
  - 1) Identify environmental and resource efficiency requirements that apply to entry level roles in the construction industry?
  - 2) Follow requirements to identify and report environmental hazards?
  - 3) Follow requirements to identify and report resource efficiency issues?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

Student / Trainee Manual  
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## MANUAL CONTENT—CONT'D

### TEACHER/TRAINER MANUAL

The '**Teacher/Trainer**' manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are '**Teacher/Trainer Guidance Notes**'.

These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

CPCCC02013 Carry out concreting to simple forms Page 28

**Learning Activity**

**Task**

**LEARNING ACTIVITY FOUR**

Over the next few pages we have provided pictures that show a specific tool or piece of equipment being used similar to those we had reviewed in this Section. For each picture tell us what the name of the tool is.

1 

2 

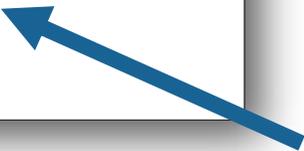
3 

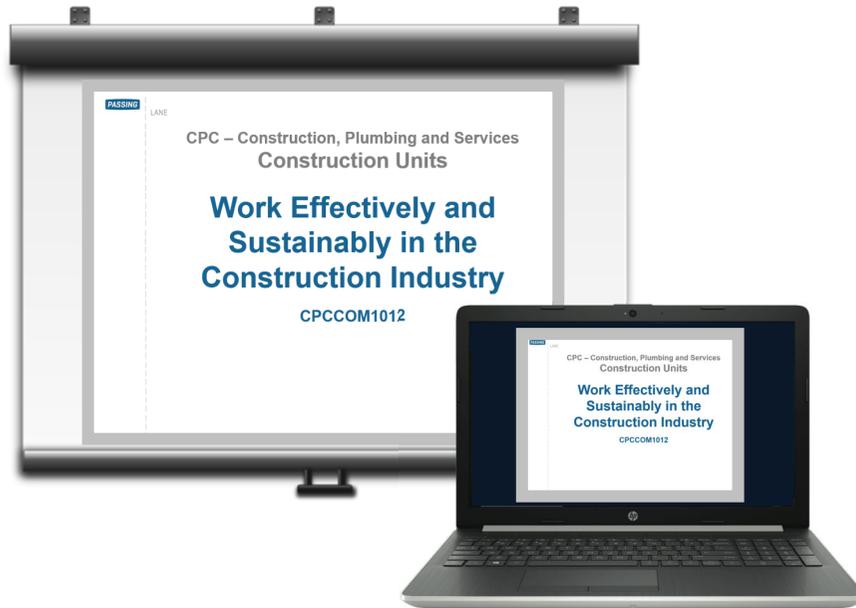
4 

**TEACHER/TRAINER GUIDANCE NOTES**

- 1—Angle grinder cutting rebar
- 2—Bull float
- 3—Hand edger
- 4—Worker using a rake

Teacher/Trainer Manual  
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## POWERPOINT SLIDE PRESENTATIONS

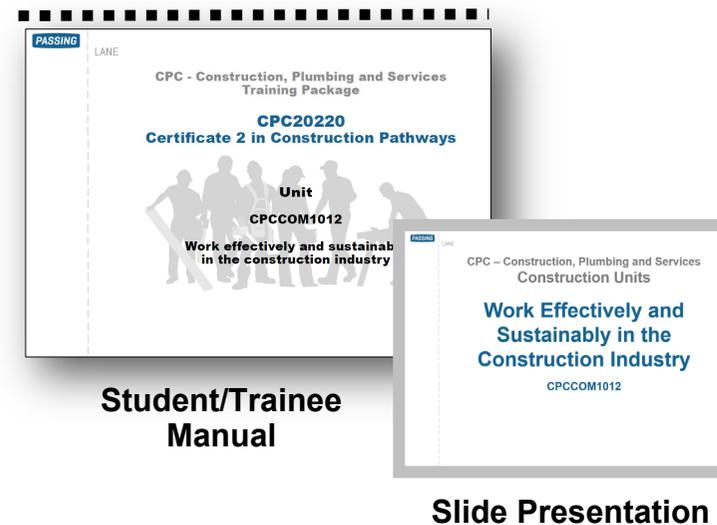
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



**Student/Trainee  
Manual**

**Slide Presentation**

## POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

**Table of Contents**

Slide		Slide	
	<b>Section One</b>	14	Roles & Responsibilities
04	Work With Team Members	15	Skills & Knowledge
05	Setting Team Goals	16	Assess Skills & Knowledge
06	Planning Work Tasks	17	Apprenticeship & Traineeship
07	Planning Process		<b>Section Three</b>
08	Complete Work Tasks	19	Environmental Hazards
09	Effective Team Attitudes	20	Resource Efficiency
10	Team Conflicts	21	Managing Environmental Issues
	<b>Section Two</b>	22	Environmental Hazards
12	Construction Industry Roles		<b>End of Unit</b>
13	Construction Industry Trades		

Next ▶

PASSING LANE Work Effectively and Sustainably in the Construction Industry 2

**Effective Team Attitudes**

Teams are only effective if the members work together and look out for each other.

There will always be times when a team member is struggling to meet the expectations.

An effective team will be able to identify the problem and develop solutions.

**Team**

PASSING LANE Work Effectively and Sustainably in the Construction Industry 9

## POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is ‘mapped’ to a specific page in the ‘Student/Trainee’ manual. This mapping is in the Teacher/Trainer manual at the end of the document.

CPCCOM1012 Work effectively and sustainably in the construction industry Page 64

**RESOURCE EFFICIENCY**

The starting point of addressing environment sustainability issues is what and how resources are used on site, or in the workshop.

One of the biggest resource in construction are the use of materials. The environmental issues associated with this is commonly waste. Building waste today can be reduced by:

- Careful attention to how much is needed to lower excess
- Care in how the material is used that lowers wastage
- Separating building waste into recyclable and reusable
- Asking suppliers to reduce packaging

The choice of materials can also reduce adverse environmental issues. Hazardous materials can be replaced with less hazardous ones.

The next resource that can cause environmental issue maintained can cause polluting exhaust fumes.

The proper use of tools and the use of well maintained performing one's tasks, but also reduces waste.

Tools not maintained can cause defective and low quality work and wasted materials.

Many construction sites use water.

Water is used as an ingredient in materials mixes, is used and used to wet down.

Attention to the amount of water use is important.

For example, leaving a hose going and not collecting

Many times water can be captured and reused. For example can be captured and used to wet down dusty areas of

Student/Trainee Manual Copyright 2021

Student/Trainee Manual

**Resource Efficiency**

One of the biggest resource in construction are the use of materials.

Building waste today can be reduced by:

- Careful attention to how much is needed to lower excess
- Care in how the material is used that lowers wastage
- Separating building waste into recyclable
- Asking suppliers to reduce packaging

CPCCOM1012 Work Effectively and Sustainably in the Construction Industry Page 64

Slide Presentation

CPCCOM1012 Work effectively and sustainably in the construction industry Page 68

**POWERPOINT SLIDE PRESENTATION MAPPING**

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 4	Page 11	Slide Number 17	Page 47-51
Slide Number 5	Page 12	Slide Number 19	Page 52-53
Slide Number 6	Page 13	Slide Number 20	Page 54
Slide Number 7	Page 14	Slide Number 21	Page 55-57
Slide Number 8	Page 18	Slide Number 22	Page 58-60
Slide Number 9	Page 19		
Slide Number 10	Page 20		
Slide Number 12	Page 28		
Slide Number 13	Page 29-37		
Slide Number 14	Page 38		
Slide Number 15	Page 39-42		
Slide Number 16	Page 43-46		

Teacher/Trainer Manual Copyright 2021

Teacher/Trainer Manual Slide Mapping

## ASSESSMENT MAPPING UTILITIES

**Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.**

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

**PASSING** LANE

### Passing Lane Assessment Mapping Utility Document

**CPCCOM1012 Work effectively and sustainably in the construction industry**

*Unit of Competency (1) Element - Student/Trainee Manual Page Number*

1. Work effectively in a team - **Page 10**

*Unit of Competency Performance Criteria - Student/Trainee Manual Page Number*

1.1 Participate in planning work tasks with team members - **Page 11**  
1.2 Work with team members to review team purpose, roles, responsibilities, goals, plans and objectives - **Page 11**  
1.3 Work with team members following guidelines, directions and instructions to complete work tasks - **Page 17**  
1.4 Work with team members to resolve problems that impede the team's performance - **Page 17**

*Unit of Competency (2) Element - Student/Trainee Manual Page Number*

2. Investigate construction industry employment pathways - **Page 24**

*Unit of Competency Performance Criteria - Student/Trainee Manual Page Number*

2.1 Describe the process for becoming a tradesperson or skilled operator in the construction industry - **Page 25**  
2.2 Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry - **Page 25**

## ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

### *Unit of Competency Performance Evidence - Student/Trainee Manual Page Number*

*To demonstrate competency, a candidate must satisfy all the elements, performance criteria and foundation skills of this unit by:*

- > working effectively as a member of a team
- > working with members of a team
- > listing own existing skills and knowledge in the construction industry - *obs*
- > identifying environmental and safety requirements
- > preparing basic reports on e

All work must be performed to the

#### **NOTE**

The Passing Lane training resource

There will be content in the Passing Lane training resource that addresses the Unit of Competency's assessment requirements.

In some cases, Passing Lane content may not address the assessment requirements. In these cases, the assessment would be through 'obs

### *Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number*

*To be competent in this unit, a candidate must demonstrate knowledge of:*

- > skills and knowledge required to work effectively in the construction industry - *Pages 36-39*
- > construction job roles and employment opportunities in the construction industry - *Pages 25-35*
- > techniques for working effectively in a construction team environment - *Pages 17-19*
- > techniques for determining own skills and skills required for career opportunities - *Pages 40-41*
- > environment and resource efficiency requirements in the construction industry - *Section Three*

#### **NOTE**

The Passing Lane's training resources address the required '**Knowledge Evidence**' in the content narrative in most cases and where possible.

However, in some cases the Teacher or Trainer and/or the Assessor may need to develop additional questions to address the Unit of Competency's assessment requirements and present those questions as required to the student or trainee to assess their level of knowledge.

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The Passing Lane licence agreement frees the school, TAFE, and other training organisations of the burden of copyright restrictions.

Under the Passing Lane licence agreement the materials may be 'loaded' on to secure school/institution networks, secure web servers, learning platforms (LMSs) and/or teacher notebook computers and have **'no restrictions as to the number of students'** accessing and using the materials.

Also, there is 'no restriction' to the licenced school/institution as to how many 'printed copies' can be made of the materials.

DVD or CD copies of the materials may not be done under any circumstances.

All materials purchased are registered in the name of the institution purchasing the materials as a single **'site license'**.

For multiple 'campuses' Passing Lane offers a discount **'multi site' license'**. Contact Passing for a quote on a multi site' license.

The resources are not transferable without written consent by Passing Lane.

All materials have a three year expiry date from date of purchase after which this licence will expire.

All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



## LICENCE OVERVIEW—CONT'D

Passing Lane will send out a notice to the school/institution informing them of the pending expiry of the licence and the cost of renewing the licence.

Should the school/institution not renew the licence, the materials must not be used and all materials removed from websites, networks and learning platforms.

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The use of Passing Lane materials without a valid licence breaches the copyright laws and Passing Lane retains the right to seek any compensation available under the copyright law.

Should your school or institution have any further questions or require any additional information about the licensing arrangements do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd  
PO Box 975  
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## CONTENT MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

The modifications and associated costs are the responsibility of the school, TAFE or RTO.

Graphics, pictures or illustrations in the original materials can be removed, but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.

For more information contact Passing Lane.

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## LANE

**UPDATES AND UPGRADES**

The vocational education and training 'framework' regularly changes and these changes can be minor unit code changes to complete qualification modifications.

Passing Lane is informed of pending changes and strives to ensure that these changes are completed before the 'implementation' deadlines as set by 'training.gov.au'.

If the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small updating fee charged to those schools or institutions wanting to upgrade their materials.

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