

Program Mapping, Alignment & Validation Guide

Tyneside Disabilities Training | First Aid, school safety and vocational pathways

Version 2.0 | 5 September 2026 | Consolidated mapping and additional national training references

Tyneside programs connect practical learning, visual supports and participant-chosen goals with relevant national training products and Australian Curriculum content. This guide brings the First Aid and school-based mapping together with the additional qualifications, skill set and units.

Purpose: show the learning connections, identify observable evidence and provide a clear process for review. Program alignment is not, by itself, formal assessment validation, accreditation or a guarantee of a qualification.

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Status: program-alignment guide for Tyneside and partner review. New activity and evidence links are proposals to be checked against the relevant program resources; they are not records of completed learner assessment. National product details are checked against the register sources listed on pages 22-23.

USING THIS GUIDE

Participation pathways and evidence

Person-centred, strengths-based learning with assessment integrity

The original First Aid mapping includes three participation pathways. Learners can build valuable safety, communication and independence skills without being required to pursue national certification. Choose the pathway with the learner, and review it as their goals and access needs change.

Pathway	Purpose and approach	Evidence / outcome
Nationally recognised training	The learner works towards an agreed unit, skill set or qualification through an RTO training and assessment process. Reasonable adjustments support access without changing the required standard.	The RTO makes the competency decision and issues the relevant certification only when all applicable requirements are met. A learning-support resource or attendance record is not a competency decision.
Life Skills / NDIS capacity building	Build safety awareness, communication, choice, self-advocacy and participation through supported, meaningful activities.	Record progress towards the participant's goals: asking for help, making choices, using visual steps, participating safely and transferring skills to everyday settings. These links do not confirm NDIS funding eligibility.
School-based safety	Use age-appropriate first aid awareness, protective behaviours and wellbeing learning linked to the school's curriculum and procedures.	Record learning through rehearsal, discussion, practical activities and reflection. The original design proposes twice-yearly practice and an individual readiness discussion for progression towards RTO training.

How to read the mapping

Existing mapping: First Aid and curriculum connections retained from the six mapping pages. **Additional alignment:** proposed Tyneside links to the products in Additional Mapping.docx, informed by the cited national register. **Validation record:** a place to attach exact resource locations, evidence, reviewer decisions and improvements.

Access supports and boundaries

Use visuals, explicit vocabulary, repeated rehearsal, processing time and accessible communication. Agree supports with the learner. For assessment, the RTO records which adjustments are permitted; a support person must not supply the learner's assessed answers or perform their assessed skills. Tyneside visual access levels are not AQF qualification levels.

This guide does not replace the official training product, assessment requirements, RTO Training and Assessment Strategy, assessment tools, assessor judgement or compliance review. Curriculum links are not ACARA endorsement. Qualification references do not establish Tyneside's RTO scope or authority to deliver an accredited course.

Sources: S1-S3; R18-R20.

FIRST AID: NATIONAL TRAINING MAPPING

HLTAID009 | Provide cardiopulmonary resuscitation

Current register reference: Release 1 | Selected element-level mapping, not a complete assessment matrix

First Aid Access Cards support how a learner accesses information and practises CPR-related skills. The national pathway retains the full competency requirements; life-skills outcomes remain valuable in their own right.

Element	Selected national-standard links	Tyneside accessible resource link	National pathway evidence	Life Skills / NDIS outcome
1. Respond to an emergency situation	PC: 1.1 recognise and assess the emergency; 1.4 seek emergency services. PE: manage an unconscious, breathing casualty and recognise when CPR is required. KE: hazards, risk reduction and accessing emergency services.	DRSABCD; danger / safe-unsafe visuals; simulated Call 000 / Emergency+ practice; where / what / who prompts.	The learner identifies danger, checks response, sends for help and starts the required emergency response sequence.	Recognises danger and gets help, using speech, a card or their agreed communication method; builds confidence to act early.
2. Perform CPR procedures	PC: 2.1 perform CPR to ARC guidelines; 2.3 operate an AED as instructed. PE: required adult and infant CPR demonstrations and AED prompts. KE: unconscious casualties, AED safety and compression / ventilation requirements.	Level 1/2 CPR and AED sequences; manikin practice; familiarisation with training-AED voice prompts; repeated low-pressure rehearsal.	The learner demonstrates the required CPR and AED actions on the specified manikins under assessment conditions. See page 5.	Understands the purpose of CPR and an AED, recognises abnormal breathing, locates help or equipment and participates at their access level.
3. Communicate details of the incident	PC: 3.1 convey incident details; 3.2 report according to site procedures. PE: handover and an accurate verbal incident report. KE: privacy, confidentiality and relevant site procedures.	Emergency communication card; where / what happened / who needs help; simple handover scripts and visual reporting prompts.	The learner communicates key details and maintains privacy. Any access adjustment must preserve the communication requirement.	Can say, point, show or script: I need help; they are hurt; we are here; call my person.
4. Review the incident	PC: 4.1 recognise psychological impacts and seek help; 4.2 contribute to review. PE: review the incident. KE: stress-management awareness and support for rescuers.	Debrief card; regulation supports; how do I feel now? prompts; reflection with a trusted person or support worker.	The learner recognises possible emotional impacts and contributes to review as required by the unit.	Recognises stress, seeks support and learns that difficult events can be discussed safely afterwards.

PC = performance criteria; PE = performance evidence; KE = knowledge evidence. The selected links do not cover every requirement. Respectful behaviour, privacy and all other unit requirements must remain in the full RTO assessment map. Use simulated calls, not practice calls to 000.

Sources: S1; R1. National assessment details and access safeguards continue on page 5.

FIRST AID: NATIONAL TRAINING MAPPING

HLTAID011 | Provide First Aid

Current register reference: Release 1 | Selected element-level mapping, not a complete assessment matrix

Accessible topic cards link first aid vocabulary, practical rehearsal and help-seeking to the national training pathway or a participant's life-skills goals.

Element	Selected national-standard links	Tyneside accessible resource link	National pathway evidence	Life Skills / NDIS outcome
1. Respond to an emergency situation	PC: 1.1 assess the emergency; 1.2 ensure safety; 1.4 seek emergency services. PE: respond to a simulated workplace / community first aid incident. KE: hazards, risk reduction, guidelines and procedures.	DRSABCD; safe / unsafe sorting; PPE visuals; Call 000 / Emergency+ card; contextual scenarios.	The learner assesses the scene, recognises a first aid need and seeks help in a realistic scenario.	Recognises that something is wrong, moves away from danger and gets a trusted person or emergency help.
2. Apply appropriate first aid procedures	PC: 2.1 CPR; 2.2 first aid; 2.5 comfort and resources; 2.7 monitoring. PE: required casualty-management tasks, including asthma, anaphylaxis, bleeding, choking and injuries. KE: signs, symptoms and management of allergic reactions, anaphylaxis, asthma, bleeding, burns, choking, diabetes, poisoning, seizures, stroke and other listed conditions.	Topic cards: bleeding, asthma, anaphylaxis, choking, seizures, burns, fractures, recovery position, poison awareness and medication safety.	The learner applies the required procedures, uses equipment appropriately and monitors the casualty. The complete PE list must be assessed.	Builds first aid vocabulary, follows visual steps and takes part safely with support, including knowing when to get help.
3. Communicate details of the incident	PC: 3.1 convey details; 3.3 complete documentation; 3.4 maintain privacy. PE: accurate verbal and written reporting and required post-incident advice. KE: duty of care, scope, consent, privacy and confidentiality.	Visual incident-report template; what happened sequence; communication board; supported reporting practice.	The learner communicates with responders and completes the required reports. Supports do not replace the learner's own evidence.	Can tell, point, sequence or show what happened, who was involved and what help is needed.
4. Review the incident	PC: 4.1 recognise impacts and seek help; 4.2 contribute to review. PE: review the incident. KE: stress supports and skill / knowledge currency.	Debrief and what worked / what next prompts; safety reflection; confidence check; twice-yearly practice records.	The learner contributes to review and identifies support and currency needs.	Builds self-awareness and confidence after stressful events and understands that skills benefit from practice and refreshers.

The complete RTO map must also retain respectful behaviour, consent, equipment instructions and all remaining criteria, evidence and conditions. Topic-card coverage is not proof of complete assessment coverage. Twice-yearly Tyneside practice is not a statement of a national refresher interval.

Sources: S1; R2. PC, PE and KE are defined on page 3; assessment safeguards are on page 5.

FIRST AID: REVIEW CHECKPOINTS

First Aid | Assessment evidence and access safeguards

Use alongside the full HLTAID009 / HLTAID011 assessment requirements

Area	National evidence / condition to retain	Tyneside access support	Review checkpoint
Adult and infant CPR	Adult: at least 2 minutes uninterrupted single-rescuer CPR, including compressions and ventilations, on an adult manikin on the floor. Infant: at least 2 minutes uninterrupted single-rescuer CPR, including compressions and ventilations, on an infant manikin on a firm surface.	Prepare through visual sequences, familiarisation, paced teaching and practice. Use manikins, not other learners, for compression / ventilation practice.	The assessor records the learner's own complete demonstration. Breaks in preparation do not change the uninterrupted assessment requirement.
AED and emergency response	Adult response includes AED prompts and at least one simulated shock, rescuer rotation with minimal interruption, and an appropriate response to vomiting / regurgitation. Unconscious, breathing casualty positioning is also required.	Use a training AED, scenario visuals and equipment familiarisation. Rehearse roles before assessment.	Record each required action and the assessment conditions. A resource-selection activity alone is not evidence of practical CPR competence.
HLTAID011 casualty management	Retain the specified tasks for anaphylaxis, asthma, non-life-threatening bleeding, choking, pressure-immobilisation envenomation management, fracture / dislocation / sprain / strain immobilisation, minor wounds, nosebleed and shock.	Use the matching topic cards, trainer demonstrations and safe scenario practice with appropriate training equipment.	Map each required task separately. Burns, seizures, poisoning, stroke and other knowledge topics must also be checked against the full KE requirements.
Communication and review	Retain the required reports and incident review. HLTAID009 includes a verbal report; HLTAID011 requires the specified verbal and written reporting within its assessment evidence.	Practise with vocabulary cards, scripts, sequencing and agreed communication supports. Use debrief and regulation prompts.	The RTO decides and documents adjustments that preserve the specified requirement. Keep supported learning separate from assessed performance.
Realistic conditions and resources	Use the full unit assessment conditions, including realistic scenarios, required training devices, equipment and appropriately qualified assessors.	Check physical access, sensory needs, processing time, support roles and the learner's chosen communication method.	Complete a resource and conditions check before assessment. Do not replace required equipment or tasks with a visual-only activity.

School progression: the original mapping proposes consideration from age 14+, according to readiness and RTO requirements. This is a Tyneside planning point, not presented as a universal national minimum age. Learners who choose the life-skills pathway continue to receive meaningful, age-appropriate learning opportunities.

Sources: S1-S2; R1-R2; R19. This page highlights selected checks; it is not the full assessment requirements document.

SCHOOL-BASED FIRST AID, SAFETY AND WELLBEING

Australian Curriculum | Foundation to Year 4

Health and Physical Education, Version 9.0 | Content-description summaries

Use the Personal, social and community health strand, particularly Making healthy and safe choices. Teach safety language through visuals, explicit vocabulary, repeated rehearsal and practical scenarios appropriate to the learner and school context.

School band	Curriculum connection	Program connection	Tyneside resource link	Delivery / learning evidence
Foundation	AC9HPFP05: protective behaviours, body-part names and help-seeking. AC9HPFP06: community health symbols, messages and safety strategies.	Personal safety, body awareness, trusted adults, help / hurt / stop / no, safety signs and emergency-help awareness.	Picture-only and low-language cards; body map; yes / no / help symbols; safe-person card; simulated calling-for-help play.	Age-appropriate awareness, not a qualification pathway. Rehearse words and safe routines through play, pictures and familiar situations.
Years 1-2	AC9HP2P05: demonstrate protective behaviours and help-seeking for self and others. AC9HP2P06: investigate community health messages and practices.	Protective behaviours, personal safety, hygiene, health messages, help-seeking and introductory medicine / poison awareness.	Guided visual sequences; who can help? map; medicine / poison safety sorting; first aid kit awareness.	Observe how the learner identifies help, recognises a safety message and rehearses a safe response. The program proposes twice-yearly practical refreshers.
Years 3-4	AC9HP4P08: apply protective behaviours and help-seeking online and offline. AC9HP4P10: investigate and apply behaviours supporting health, safety, relationships and wellbeing.	Personal safety, wellbeing, hygiene, emergency decisions and early first aid awareness.	Level 2 short-phrase visuals; gloves and bandage awareness; simulated 000, asthma and injury scenarios; stay with me / get help prompts.	Connect rehearsal to classroom, playground, bus, excursion and home contexts. Record the learner's chosen response and the support used.

Curriculum and access considerations

The original pathway includes Safety, Mental health and wellbeing, Food and nutrition, Alcohol and other drugs, and Challenge and adventure activities as relevant contexts. These selected HPE connections do not represent coverage of the whole learning area. The school confirms its local syllabus, health plans and reporting arrangements.

Sources: S2; R3. Code descriptions are summaries; use the official curriculum for the complete wording and elaborations.

SCHOOL-BASED FIRST AID, SAFETY AND WELLBEING

Australian Curriculum | Years 5 to 10

Health and Physical Education, Version 9.0 | Content-description summaries

School band	Curriculum connection	Program connection	Tyneside resource link	Delivery / learning evidence
Years 5-6	AC9HP6P08: analyse and rehearse protective behaviours and help-seeking online and offline. AC9HP6P10: analyse the influence of behaviours on health, safety, relationships and wellbeing.	Self-awareness, personal safety, wellbeing, consent and boundaries, first aid language and practical safety roles.	Level 1/2 cards and glossary; emergency communication; CPR / AED awareness; bleeding, burns, choking, asthma, anaphylaxis and seizure awareness.	Link the vocabulary to the student's world, individual health plans and school procedures. Record reasoning, rehearsal and use of safe help-seeking.
Years 7-8	AC9HP8P08: refine protective behaviours and evaluate community help resources. AC9HP8P10: use health resources to plan and implement wellbeing and safety strategies.	Community safety, help services, independent living, protective behaviours, self-advocacy and personal wellbeing.	Scenario cards; Emergency+ practice; communication under pressure; first aid kit use; peer / support-worker response roles.	Build safe community participation and prepare for work experience, excursions and community access. Record choice of support and application in realistic scenarios.
Years 9-10	AC9HP10P08: plan, rehearse and evaluate responses to risks to health, safety or wellbeing. AC9HP10P10: plan, justify and critique strategies for self and others.	First Aid / CPR readiness, personal safety, wellbeing, health decisions, peer support and community participation.	Level 1/2 cards; realistic scenarios; practical refreshers; individually considered preparation for RTO training.	The original design proposes progression from age 14+ when appropriate and RTO requirements are met. Others continue a meaningful life-skills pathway. This is not a national minimum-age statement.

Learning access does not reduce the learning goal

Provide multiple ways to access information, participate and demonstrate school-based learning. Discuss processing time, communication supports, sensory needs and practice opportunities with the student. Keep the school learning judgement separate from any RTO competency decision.

Twice-yearly practical rehearsal is retained as a Tyneside program design feature. The school and any RTO separately confirm applicable refreshers, consent, supervision, safety and assessment arrangements.

Sources: S2; R3; R1-R2 for any subsequent nationally recognised First Aid pathway.

SCHOOL-BASED FIRST AID, SAFETY AND WELLBEING

Australian Curriculum | Connections by theme

Themes retained from the original mapping; relevant across Tyneside learning contexts

Theme	Curriculum connection	Tyneside course / resource connection
Life skills	Healthy and safe choices, practical participation, health literacy and personal / social capability.	Call 000 and Emergency+ awareness; first aid kit; community help; safety planning; staying with an unwell person when safe; knowing when to get an adult or support worker.
Protective behaviours	Help-seeking, permission and consent language, body awareness, safe / unsafe situations, respectful relationships and boundaries.	Protective Behaviours and Personal Safety cards; yes / no / help communication; my body belongs to me; I can say no; trusted-person map.
Personal safety	Safety focus area, hazard awareness, community resources, emergency procedures and care for self and peers.	Danger checks; school / site safety; simulated 000 and Emergency+; safe distance; get help; do not enter or touch an unsafe situation.
Health and hygiene	Health information, safe routines, introductory infection control, PPE, food and wellbeing, medication and poison awareness.	Gloves / PPE card; hygiene before and after first aid; medication and poison awareness; understanding the role of asthma / anaphylaxis action plans.
Self-awareness	Identities and change, emotional responses, transitions, communication, help-seeking and self-regulation.	I Need Help Communicating card; pain / body maps; I do not understand supports; anxiety-aware processing time and post-incident reflection.
Wellbeing	Mental health and wellbeing, respectful relationships, inclusion, support services and strategies for health and safety.	Calm prompts; trusted support person; reflection card; support-worker involvement; debrief after incidents; confidence-building practice.

Evidence that makes progress visible

Record the context, the learner's chosen action, the support provided and the next agreed step. A learner may demonstrate progress by choosing a safe person, communicating a boundary, recognising a safety sign or asking for a break. These observations describe learning; they do not claim a clinical outcome or national competency.

Sources: S2; R3. The evidence-recording approach above is a proposed Tyneside review method.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Country, Culture & Community

11258NAT Certificate I in Aboriginal Languages for Everyday Use | Current: 1 April 2024-31 March 2029

Proposed language-learning extension to the Country, Culture & Community program. These connections use the accredited course overview and listed unit titles; detailed course and assessment mapping requires the authorised course documentation.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
NAT11258001 Explore local Aboriginal Language and Cultural Identity	Explore the relationship between local Language, Country and identity with an authorised local language educator. Use approved visuals and discussion prompts.	A learner-selected reflection, image sequence or conversation showing an emerging connection between Language and identity.	Agree local cultural authority, teaching content and permissions. Cultural participation is not, by itself, evidence of this unit.
NAT11258002 Develop everyday conversational skills in an Aboriginal Language	Practise locally approved greetings and everyday words using listening, modelling, pictures and paced exchanges.	A short supported exchange or learning recording where permission is given; note the learner's contribution and support.	Confirm required speaking / listening performance and pronunciation with the course owner / RTO. Do not infer competence from card matching alone.
NAT11258003 Develop everyday reading and writing skills in an Aboriginal Language	Match approved written words to images; practise reading and writing using the locally agreed spelling system.	A small set of learner-created words or phrases with feedback from the authorised language educator.	Use authorised spelling and texts. The full reading / writing requirements must be checked; a visual adaptation does not remove them.
NAT11258004 Use technology to support Aboriginal Language learning	Explore approved audio or digital resources with an accessible navigation sequence.	Evidence of finding and using an approved learning resource, with support and permissions recorded.	Confirm the permitted resources and the exact unit requirements; obtain approval before recording or uploading language.
NAT11258005 Develop a basic resource to share everyday Aboriginal Language	Plan a small, community-approved picture / audio resource with choices about topic, format and audience.	A learner-created resource, feedback and a clear record of permission to share it.	Community approval and course-owner / RTO review are distinct. Neither is replaced by this program map.

Alignment boundary. Course-outcome and unit-title alignment only. Local Aboriginal cultural leadership determines what may be taught, recorded and shared. Confirm course structure, delivery permissions, performance criteria, evidence and assessment conditions before any accredited delivery.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R4.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Food Safety & Independent Living

SITSS00068 Food Handling Skill Set, Release 2 | Required unit: SITXFSA005, Release 1

The Food Handling Skill Set contains SITXFSA005 Use hygienic practices for food safety. The proposed links below connect Tyneside kitchen learning to the unit while retaining a separate everyday food-safety pathway.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
SITXFSA005 Element 1 Follow hygiene procedures and identify food hazards	Use Food Safety visuals to check a work area, recognise a hygiene hazard and rehearse reporting or correcting it.	A dated practical observation and learner explanation of a hazard and the safe action taken. Builds safer kitchen decision-making.	Map PC 1.1-1.4 to the actual activity and reporting prompts. Confirm the workplace procedures used.
SITXFSA005 Element 2 Report any personal health issues	Use I feel unwell / tell the supervisor prompts and practise choosing a safe response when health could affect food handling.	Scenario response showing when to report a concern and stop food handling where required. Builds self-advocacy and consideration for others.	Map PC 2.1-2.3. A general personal-care discussion does not demonstrate all food-handling requirements.
SITXFSA005 Element 3 Prevent food contamination	Practise clean clothing / PPE, safe personal habits, avoiding contamination of ready-to-eat food and cleaning / sanitising routines.	Observation of the learner's hygiene actions and use of the visual sequence; record the level of support.	Map PC 3.1-3.5 and the full knowledge evidence. Use the required food-handling context and resources.
SITXFSA005 Element 4 Prevent cross-contamination by washing hands	Use the handwashing sequence to practise when and how to wash hands in the kitchen routine.	Repeated practical observations at relevant points in food handling. Supports independence in everyday hygiene.	Map PC 4.1-4.2. The unit PE includes specified hygienic practices on at least three occasions; an isolated demonstration is insufficient.

Alignment boundary. The duplicate skill-set entry is consolidated here. This is not a Food Safety Supervisor award or evidence that all state / territory certification arrangements are met. The RTO must check the full unit evidence, conditions and relevant food-authority requirements.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R5-R6.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Construction Basics

CPC10126 Certificate I in Construction, Release 1 | CPC20120 Certificate II in Construction, Release 4

Proposed selected-unit links for supported project learning. Certificate I introduces the industry; Certificate II has broader occupational requirements. A short Tyneside project does not constitute either qualification.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry Core in both qualifications	Use safety signs, PPE identification, danger checks and stop / ask-for-help prompts before a practical task.	Observation of a safe preparation routine and a learner explanation of when to seek support.	Check the complete unit requirements and each task's risk controls. General safety participation is not construction induction certification.
CPCCOM1013 Plan and organise work Core in both	Use a visual project plan: choose the task, gather approved materials, sequence the work and prepare the area.	A learner-used plan and dated observation of preparation, task sequence and pack-up.	Identify the precise unit criteria and required work context; record what the learner, not the facilitator, planned.
CPCCCM2005 Use construction tools and equipment Core in both; prerequisite applies	Explore appropriate tools, follow demonstrated safe-use steps and clean / store equipment under suitable supervision.	Tool selection and safe-use observations, with support and equipment recorded.	Confirm prerequisites and the required tool range. Do not infer competence with power tools from a hand-tool activity.
CPCCCM1011 Undertake basic estimation and costing Core in Certificate I CPCCOM1015 Carry out measurements and calculations Elective in I; core in II	Use visual material lists, familiar measures and supported cost comparisons within a small project.	A learner-completed measure / estimate record and discussion of choices. Builds practical numeracy and planning.	Separate the two unit requirements. An estimate, a measurement and a full calculation task are not interchangeable evidence.
CPCCVE1011 Undertake a basic construction project Core in Certificate I; prerequisite applies	Plan and complete an appropriately scoped small project with staged visuals, supported practice and review.	Project plan, progress observations, finished item and learner reflection.	Certificate I requires 11 units; Certificate II requires 15. Full packaging, prerequisites, site and assessment requirements remain with the RTO.

Alignment boundary. CPC10126 is retained as supplied and checked as the current Certificate I reference. Confirm construction induction and site-access requirements before site activity. This page does not evidence a White Card, a trade qualification or competency for higher-risk work.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R7-R8.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Landscaping & Gardening

AHC21624 Certificate II in Landscaping | Current Release 1

Proposed connections between supported outdoor learning and selected core units. Gardening participation contributes a learning context; the qualification also includes landscape-construction requirements that need separate coverage.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
AHCWHS202 Participate in workplace health and safety processes	Use an outdoor task-safety visual, appropriate PPE and a check / stop / ask routine.	A dated observation of hazard recognition and safe participation. Builds confidence to ask for support.	Check unit-level criteria and evidence, site risks, supervision and equipment.
AHCPCM204 Recognise plants	Use approved plant photographs, real specimens and matching / labelling activities in a garden or nursery visit.	Learner identification records and examples of recognising plants in context.	Confirm the required plant range, identification methods and conditions; do not set a competency threshold from this table.
AHCPGD207 Plant trees and shrubs	Follow a visual planting sequence and participate in site preparation, planting and follow-up care as appropriate.	Observation, learner explanation and a planting-care record. Supports routine, responsibility and outdoor participation.	Map the full task range and assessment conditions. A single potting activity is not assumed to satisfy this unit.
AHCLSC206 Assist with landscape construction work	Use a visual materials / task plan for a supervised, appropriately scoped landscape project.	Record the learner's role, safe contribution, communication and review of the task.	Confirm the specific construction activities and evidence required; do not equate a garden excursion with practical competence.
AHCMOM203 Operate basic machinery and equipment	Introduce appropriate equipment through identification, checks and supervised use only where suitable and authorised.	Equipment-specific learning observations, with support and safe stopping / reporting recorded.	Machinery operation needs specific training, risk controls and unit evidence. Qualification coverage also includes retaining walls, aggregate paths and paving.

Alignment boundary. AHC21624 requires 15 units: 8 core and 7 electives. The links above are selected core-unit connections, not a full qualification map. Complete the unaddressed core requirements and selected electives through the RTO mapping process.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R9.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Life Skills & Employability | Supply-chain extension

TLI20421 Certificate II in Supply Chain Operations | Current Release 3

Proposed extension for workplace exploration, simple stock routines and supply-chain awareness. A distribution-centre or retail excursion is a learning opportunity, not assessment evidence of operational competence.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
TLIX0023 Identify the roles and functions of the supply chain industry Core	Explore how goods move from supplier to customer using visual sequences, role cards and an appropriately organised visit.	A learner-created sequence and identification of a role they would like to explore.	Check the full unit knowledge and performance requirements; record learning after the visit, not just attendance.
TLIE1003 Participate in basic workplace communication Core	Rehearse receiving a task, asking a question, confirming a message and reporting completion.	Observation of the learner's communication in a practical activity. Supports confidence and self-advocacy.	Preserve the required communication methods and workplace context in any formal assessment.
TLIF0025 / TLIL0007 Follow work health and safety procedures / Complete workplace induction procedures Core	Use induction visuals, identify safe routes and rehearse stop / report / ask-for-help responses.	A completed learning induction record and observation of safe participation.	These are separate units. Confirm the full requirements for each and do not treat a visitor induction as completion of either.
TLIA0022 / TLIA0023 Pick and process orders / Receive goods Listed general electives	Use low-risk practice items, visual order lists and checking routines to prepare or receive a small order.	A learner-used order / checking record and observation of accuracy, sequencing and reporting discrepancies.	Elective selection, task range, workplace conditions and assessment evidence must be confirmed by the RTO.
TLID0020 Shift materials safely using manual handling methods Listed general elective	Practise appropriate low-risk task planning and asking for assistance with materials.	Observation of planning, safe participation and seeking help within the learner's role.	Do not imply authority for forklift or other licensed / high-risk operations. Use task-specific instruction and controls.

Alignment boundary. TLI20421 requires 14 units: 5 core and 9 general electives. The remaining core TLIF0009 (Chain of Responsibility), all chosen electives and their prerequisites need explicit mapping. This proposed extension is not a complete supply-chain program or qualification.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R10.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Life Skills & Employability | Certificate I links

FSK10219 Certificate I in Skills for Vocational Pathways | Current Release 1

Proposed foundation-skills links can be embedded in Food Safety, Animal Care, Construction and other practical learning contexts. Select units according to the learner's goals and the RTO's course design, not a diagnosis.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
FSKLRG008 Use simple strategies for work-related learning Core	Set a small learner-chosen goal, select a helpful visual or practice strategy, try the task and reflect on what helped.	A learning goal, observed use of a strategy and learner feedback. Supports ownership of learning.	Map to the complete unit evidence; participation and confidence alone do not establish the required skill.
FSKLRG005 Use strategies to plan simple workplace tasks Listed elective	Use first / next / finished prompts and a visual materials list within a familiar practical task.	A learner-used plan and observation of task preparation and sequencing.	Confirm the expected complexity and the learner's own planning contribution.
FSKRDG004 Read and respond to short and simple workplace information Listed elective	Use accessible workplace instructions, labels or short notices relevant to the practical program.	Observation of reading and an appropriate response to the information.	Visuals can support access but must not remove the reading skill being assessed.
FSKOCM003 Participate in familiar spoken interactions at work Listed elective	Practise a familiar greeting, clarification, request for help or task-completion exchange.	A dated interaction record with the communication context and support noted.	The RTO confirms adjustments that preserve the specified spoken-interaction requirement.
FSKNUM004 Use basic and familiar metric measurements for work Listed elective	Use practical measuring activities with recipes, materials or animal-care quantities, as suitable.	A learner-produced measurement record and practical observation.	Check the unit's required measurement skills and evidence; a supported activity is not automatically assessment evidence.

Alignment boundary. FSK10219 requires 11 units: 1 core and 10 electives, with prescribed elective-group rules including 2 non-FSK units. These selected links do not satisfy the full packaging rules. Use an individual skills review to choose appropriate learning and assessment supports.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R11.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Life Skills & Employability | Certificate II links

FSK20119 Certificate II in Skills for Work and Vocational Pathways | Current Release 1

Proposed links extend simple learning routines into work preparation, planning, information use and communication. Progression is based on the learner's demonstrated skills, interests and goals.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
FSKLRG011 Use routine strategies for work-related learning Core	Set a work-related learning goal, choose strategies, monitor progress and adjust the approach.	A learning plan, progress review and learner explanation of what they changed.	Retain the full unit requirements. A pre-filled support plan does not demonstrate the learner's own strategy use.
FSKLRG010 / FSKLRG018 Use routine strategies for career planning / Develop a plan to organise routine workplace tasks Listed electives	Explore roles of interest and develop a practical task plan using visual schedules, checklists and review prompts.	A learner-developed career step or task plan with progress evidence. Supports informed choice and work readiness.	The units have different outcomes and require separate mapping and evidence.
FSKRDG008 Read and respond to information in routine visual and graphic texts Listed elective	Use workplace diagrams, simple graphs, schedules or visual instructions within an authentic task.	Record the learner's interpretation and the action taken in response.	Confirm the range and complexity of texts in the full unit and retain the reading / interpretation demand.
FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work Listed elective	Use meaningful workplace quantity, price or measurement problems, with appropriate learning aids.	Learner calculations and an explanation or demonstration of their use in the task.	Map all required numerical processes; do not infer coverage from general budgeting participation.
FSKOCM007 Interact effectively with others at work Listed elective	Rehearse task discussions, collaborative problem-solving, clarification and respectful workplace exchanges.	Observations across relevant interactions, with learner reflection and support recorded.	Confirm the required contexts, interaction skills and evidence. Support must not substitute for the learner's assessed communication.

Alignment boundary. FSK20119 requires 14 units: 1 core and 13 electives, with prescribed group rules including 3 non-FSK units. It is not automatically achieved through participation in an employability program, and Certificate I participation does not automatically establish Certificate II readiness.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R12.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Photography & Digital Animation | Video-art extension

CUADIG213 Develop video art skills | CUADIG316 Produce video art | Both current Release 1

Proposed connections for a video-art extension. Still photography, animation or software familiarity alone is not assumed to cover either video-art unit. The CUADIG316 reference is linked to its own register entry.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
Planning and resources CUADIG213 / CUADIG316	Use visual idea prompts, simple storyboards and equipment checklists. Let the learner choose a theme and intended audience.	A learner-generated concept, storyboard or resource plan. Supports creative choice, planning and communication.	Match planning to the actual unit criteria. CUADIG316 requires conceptual planning and storyboarding within its performance evidence.
Exploring techniques CUADIG213 / CUADIG316	Test video techniques with safe equipment handling, short demonstrations and guided experimentation.	Test clips and discussion of what changed and what the learner preferred.	The RTO checks the required technical skills and knowledge; exploration is not proof that finished-work requirements are met.
Producing video art Distinct performance-evidence requirements	Use staged production and editing prompts while keeping the learner's creative and technical contribution identifiable.	A portfolio with the learner's own work and process evidence. Supports expression and pride in achievement.	CUADIG213: video art based on at least 2 different ideas. CUADIG316: technically proficient video art based on at least 3 different ideas. These counts are not the only requirements.
Review and development CUADIG213 / CUADIG316	Use what worked / what I will try next prompts, peer or facilitator discussion and learner-selected feedback.	A brief review identifying improvements or next learning steps.	Retain discussion, self-review and required knowledge evidence for the chosen unit.
Safe and ethical production Unit safety requirements; CUADIG316 intellectual property	Use equipment-care and ergonomic reminders. Agree recording consent, approved source material and sharing choices.	A safe-work observation and a project permission / source record.	Confirm access to industry-typical resources and all assessment conditions. Do not infer consent to publish from consent to participate.

Alignment boundary. These are individual units, not qualifications. The original CUADIG316 text was paired with a CUADIG213 URL; the code and title are retained and the link is corrected. Full elements, criteria, evidence and conditions still need resource-level mapping.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R13-R14.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Personal Care Essentials | Salon pathway connection

SHB20216 Certificate II in Salon Assistant | Current Release 1

Personal-care confidence and salon participation can provide a starting context for vocational exploration. Self-care learning is not equivalent to providing salon services to clients. The salon activities below are proposed extensions requiring appropriate industry guidance.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
SHBHIND001 Maintain and organise tools, equipment and work areas Core	Explore a safe, organised salon work area and use a visual equipment / clean-up sequence.	Observation of organising a suitable learning area and identifying safe storage. Supports routine and responsibility.	Map the salon-specific tools, hygiene tasks and evidence; a personal bathroom routine does not meet the whole unit.
SHBXCCS003 Greet and prepare clients for salon services Core	Use greeting scripts, preference / consent prompts and role-play of welcoming a client.	A learner-led role-play showing respectful communication and awareness of a client's preferences.	Confirm the full client-service context, performance evidence and assessment conditions.
SHBXIND002 Communicate as part of a salon team Core	Practise asking for clarification, checking a task and handing over information in a salon scenario.	Observation of the learner's communication and reflection on what helped. Supports confidence and workplace participation.	Check all communication requirements and the learner's own contribution.
SHHBAS001 / SHBHDES001 Provide shampoo and basin services / Dry hair to shape Core	Explore the service sequence and sensory / communication preferences. Practical client-service learning requires suitable salon facilities and supervision.	A learning record distinguishing personal-care awareness, observation and any supervised service practice.	These are separate vocational service units. Self-shampooing, a social salon visit or watching a demonstration does not establish competence.

Alignment boundary. SHB20216 requires 12 units: 8 core and 4 electives and is not a hairdresser qualification. Its published packaging includes superseded component references, including BSBWHS201 and SHBXCCS001; the RTO must resolve the applicable packaging / transition position, not silently substitute codes.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R15.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Animal Care & Responsibility | Certificate I links

ACM10121 Certificate I in Animal Care Industry Pathways | Current Release 1

Proposed links for initial animal-care learning, community participation and vocational exploration. Use suitable animals, close supervision, hygiene and animal-welfare safeguards.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
ACMGEN101 Explore job opportunities in animal care and related industries Core	Use visual role cards, supported research and appropriately arranged visits to explore animal-care work.	A learner-chosen role and a short explanation, picture sequence or discussion of their interest.	Confirm the unit's full research / knowledge and performance requirements. An excursion attendance record is insufficient.
ACMGEN102 Approach and handle a range of calm animals Core	Learn to observe, ask the handler and follow approved approach / handling steps with suitable calm animals.	Record the learner's actions, animal context, supervision and support. Builds safe decision-making.	The animal range and demonstrations must meet the unit. Do not replace live practical requirements with photographs or handling one familiar pet.
ACMGEN103 Assist in the care of animals Core	Use visual daily-care sequences and participate in suitable routine tasks under close supervision.	A dated care-task record and observations of the learner's own contribution. Supports responsibility and routine.	Confirm the required care tasks, frequency, resources and conditions.
ACMWHS201 Participate in workplace health and safety processes Core	Use animal-area safety prompts, hygiene reminders, PPE and stop / ask-for-help communication.	Observation of safe participation and reporting a concern.	Map the full WHS unit, not just a general safety discussion.
FSKOCM002 Engage in short and simple spoken exchanges at work Core	Practise asking the animal handler a question, confirming an instruction and reporting task completion.	A short workplace-style exchange, with access supports recorded.	The RTO confirms adjustments that preserve the spoken-exchange requirement; alternative life-skills communication remains valuable.

Alignment boundary. ACM10121 requires 7 units: 5 core and 2 electives. ACMINF101 Take responsibility for the health and welfare of animals in own care is a listed elective that may offer an additional program link, subject to selection and full mapping. No animal-handling competence is inferred from attendance.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R16.

ADDITIONAL NATIONAL TRAINING ALIGNMENT

Animal Care & Responsibility | Certificate II links

ACM20121 Certificate II in Animal Care | Current Release 2

Proposed links extend animal-care routines into supervised vocational contexts. This page is not a veterinary-care or animal-first-aid credential.

National reference / selected unit	Proposed activity and accessible resource	Proposed learning evidence and life-skills outcome	Review requirement / boundary
ACMGEN201 Work in the animal care industry Core	Explore workplace roles, boundaries and routines with role cards, site guidance and a visual task plan.	A learner explanation of their role, who supervises them and when to ask for help.	Confirm the full industry knowledge, performance and workplace-context requirements.
ACMGEN202 Complete animal care hygiene routines Core	Use approved cleaning / hygiene sequences and suitable equipment under supervision.	Dated observation of a hygiene routine, including the learner's safe actions and support.	Check required environments, tasks and unit evidence. A general household-cleaning activity is not assumed equivalent.
ACMGEN203 Feed and water animals Core	Follow authorised feed / water instructions using visual quantity and routine supports.	Observation and care records showing the learner's actions and reporting of a concern.	Confirm animal range, instructions, frequency and assessment conditions. Do not substitute an informal feeding activity for the full unit.
ACMGEN204 Assist in health care of animals Core	Learn to notice and report changes, follow the authorised supervisor's instructions and remain within the learner's role.	A learning scenario or observation recording appropriate reporting and support-seeking.	Check the complete health-care task requirements and assessment conditions. This map does not authorise diagnosis, treatment or unsupervised medication tasks.
ACMSUS201 / ACMWHS201 / BSBCMM211 Environmental sustainability / WHS processes / Communication skills Core	Build safe routines, responsible use of resources and clear task communication into animal-care learning.	Separate observations of environmental practice, safety and communication; note learner choices and support.	These are 3 distinct units and require separate full maps and evidence. One general participation checklist is insufficient.

Alignment boundary. ACM20121 requires 12 units: 7 core and 5 electives, including its specified elective-group rules. Listed enrichment or species-care electives may be considered after unit selection. Full species, task and workplace requirements must be checked before an RTO judgement.

Program/version: _____ Session/week: _____ Resource IDs/pages: _____ Reviewer/date: _____

Sources: S3; R17.

QUALITY REVIEW AND CONTINUOUS IMPROVEMENT

Program review and validation process

Proposed workflow | Keep program alignment review separate from formal RTO assessment validation

Stage	What is checked	Record to retain	Responsible review
1. Confirm the reference	Training product code, title, current release, packaging, prerequisites and any course-owner permissions.	Dated source copy / link and a product-selection record.	Program lead with the RTO / course owner where applicable.
2. Build traceable mapping	Each selected requirement against the actual session, visual resource, activity, assessment task and evidence location.	Completed detailed mapping sheet with resource version, page / item and task IDs.	Program developer and relevant subject / industry reviewer.
3. Review access and trial	Person-centred access, language, cultural authority, practical safety, learner contribution and suitability of instructions.	Learner / facilitator feedback, trial observations, agreed adjustments and resulting changes.	Learner input, facilitator and relevant cultural / industry expertise.
4. Review assessment where applicable	Whether tools and evidence address the complete training product and support sound competency decisions. Formal validation reviews assessment practices and judgements.	RTO review / validation plan, samples, findings, reviewer competence and decisions.	Appropriately skilled and credentialed reviewers under the RTO process. The outcome must not be solely determined by the designer / deliverer.
5. Close actions and recheck	Corrections, resource consistency, assessment changes and the effect of improvements.	Action log, owner, due date, closure evidence, approval and next review trigger.	Program owner; RTO for its assessment system.

Evidence of participant learning

A practical record can capture the learner's goal, context, action, support used, feedback and next chosen step. Record whether a task was independent, visually prompted, verbally prompted, modelled or otherwise supported, where appropriate. A learner choosing to pause or not participate is not recorded as a competency failure. Obtain consent for photographs or recordings and keep them securely.

Current review position: the mapping identifies proposed learning connections. Reviewer names, assessment samples and validation decisions must be recorded when those activities take place; none is implied by the publication of this guide.

Sources: R18-R20 for RTO assessment and validation boundaries. The five-stage program workflow and learning record are proposed Tyneside quality-review tools.

REUSABLE RECORD FOR EACH SELECTED UNIT OR CURRICULUM CONNECTION

Detailed mapping and review record

Complete using the actual program resources, tasks and evidence; duplicate as needed

Program / version: _____ Unit / curriculum code and release: _____

Reviewer(s) / role: _____ Review date: _____ RTO / partner, if applicable: _____

Requirement ID / exact source	Program session and resource location	Learning / assessment task and evidence ID	Access adjustment / conditions	Coverage decision and action
PC / curriculum descriptor: _____ _____	Session / week: _____ Resource ID, version, page: _____	Task / item ID: _____ Evidence location: _____	Adjustment / resource: _____ Conditions retained: _____	Covered / partial / gap: _____ Action / owner / due date: _____
Performance evidence / range: _____ _____	Session / week: _____ Resource ID, version, page: _____	Task / item ID: _____ Evidence location: _____	Adjustment / resource: _____ Conditions retained: _____	Covered / partial / gap: _____ Action / owner / due date: _____
Knowledge evidence / conditions: _____ _____	Session / week: _____ Resource ID, version, page: _____	Task / item ID: _____ Evidence location: _____	Adjustment / resource: _____ Conditions retained: _____	Covered / partial / gap: _____ Action / owner / due date: _____

Review decision and follow-through

Record	Decision / evidence
Tyneside program-alignment review	Decision: _____ Outstanding actions: _____
RTO assessment validation, where applicable	Validation record ID / date: _____ Decision / scope: _____
Action closure and approval	Closure evidence: _____ Approved by / date: _____
Next review trigger / date	_____

A signature on a program-alignment review does not certify learner competence or substitute for an RTO assessment-validation record. Retain reviewer competence, sample selection, findings and changes in the appropriate review file.

Sources: R18-R20. This is a proposed Tyneside record template, not a completed validation report.

REFERENCES AND DOCUMENT CONTROL

Source register | First Aid, curriculum and national products

Register and guidance checked 5 September 2026 | Retain a dated source copy for each future review

Source keys used throughout the guide

Key	Source supplied by Tyneside	Treatment in this edition
S1	Mapping page 1.pdf; Mapping page 2.pdf; Mapping page 3.pdf	First Aid purpose, pathways, element mapping and status notes consolidated.
S2	Mapping page 4.pdf; Mapping page 5.pdf; Mapping page 6.pdf	Foundation-Year 10 mapping and thematic connections retained; duplicate source note consolidated.
S3	Additional Mapping.docx	All 13 distinct supplied training products included; proposed program connections added.

Reference	Official source (select title to open)	Status / edition at check
R1	HLTAID009 Provide cardiopulmonary resuscitation	Current, Release 1
R2	HLTAID011 Provide First Aid	Current, Release 1
R3	ACARA: Health and Physical Education, scope and sequence F-10	Australian Curriculum Version 9.0
R4	11258NAT Certificate I in Aboriginal Languages for Everyday Use	Current, 1 Apr 2024-31 Mar 2029
R5	SITSS00068 Food Handling Skill Set	Current, Release 2
R6	SITXFSA005 Use hygienic practices for food safety	Current, Release 1
R7	CPC10126 Certificate I in Construction	Current, Release 1
R8	CPC20120 Certificate II in Construction	Current, Release 4
R9	AHC21624 Certificate II in Landscaping	Current, Release 1
R10	TLI20421 Certificate II in Supply Chain Operations	Current, Release 3

Training.gov.au is the national reference for the products above, not an endorsement of Tyneside resources. R1-R2 and R6 include the unit and assessment requirements. R4 supplies the accredited-course overview and unit list; obtain the authorised course document before detailed competency mapping.

REFERENCES AND DOCUMENT CONTROL

Source register | Additional products and review guidance

Source-derived content, proposed links and editorial changes are distinguished below

Reference	Official source (select title to open)	Status / edition at check
R11	FSK10219 Certificate I in Skills for Vocational Pathways	Current, Release 1
R12	FSK20119 Certificate II in Skills for Work and Vocational Pathways	Current, Release 1
R13	CUADIG213 Develop video art skills	Current, Release 1
R14	CUADIG316 Produce video art	Current, Release 1
R15	SHB20216 Certificate II in Salon Assistant	Current, Release 1; component currency requires review
R16	ACM10121 Certificate I in Animal Care Industry Pathways ACMGEN102: unit and assessment requirements	Current, Release 1
R17	ACM20121 Certificate II in Animal Care	Current, Release 2
R18	ASQA Assessment Practice Guide	2025 Standards: 1.3, 1.4 and 1.5
R19	ASQA Practice Guide - Training support	2025 Standards: 2.3 and 2.4
R20	ASQA Credential Policy Practice Guide, section 3	Credentials for assessment validation

Consolidation and review notes

Item	Action / interpretation
Duplicate and mismatched references	SITSS00068 is shown once. CUADIG316 retains its supplied code / title and uses the correct CUADIG316 link, rather than the repeated CUADIG213 link.
Participation pathways and layout	The heading now reflects the 3 pathways already present. Split source rows are joined, text encoding is cleaned and repeated source / status notes are consolidated.
School timing and First Aid evidence	The age 14+ progression point and twice-yearly practice remain Tyneside planning features, not universal national rules. Selected assessment safeguards are added and identified against current official sources.
New alignment and validation status	Additional activities, resource links and evidence examples are proposals, not claims of existing coverage. Current training-product status does not mean the program, assessment tools or learner evidence have been validated.

Review source currency again when a training product changes, an activity or resource is revised, learner feedback identifies a barrier, or the program moves into a different delivery / assessment context.