**Training and Assessment Strategy (TAS)**

Please read [TasTAFE’s Training and Assessment Strategy Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712966/LatestFinalFile) prior to completing this template.

# **Section 1: Training Product Description**

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| Training Product  | Name | Include CODE and FULL title (as per training.gov.au). List Product Name if delivering a cluster of units |
| Release Number and Date | Of the QUALIFICATION, as per training.gov.au |
| [CRICOS Registration](#CRICOS) | [ ] No[ ] Yes [CRICOS  code](http://cricos.education.gov.au/default.aspx): \_\_\_\_\_\_\_\_ Deliver South [ ]  North [ ]  North West [ ] [ ]  CRICOS registration not applicable to this particular TAS |
| Training Product Location/s | List all the delivery sites for this TAS (including relevant Partnering Organisation, delivery off-campus, or in the workplace) |
| Overview of Training and Assessment Strategy | Provide a short overview of the training product, consider; why do we deliver it? Why we deliver it the way we do? |
| Packaging Rules | Based on information available from [www.training.gov.au](http://training.gov.au/Search/Training?javaScriptEnabled=True&typeAllTrainingComponents=True) the following packaging rules apply for completion of this training product:**Number of units** of competency are required for this training product including:* **Number of core units**

* **Number of elective units**

List any rules about elective groupings or level of units which may be included as electives |
| Units of Competency | Consistent with the packaging rules, the units listed below will be delivered for this training product. The unit code and title is provided and units are grouped into Core and Elective units. Pre-requisites are listed where relevant.[CORE](http://training.gov.au/Search/Training?javaScriptEnabled=True&typeAllTrainingComponents=True)

| Unit Code | Unit Name | Pre-Requisites |
| --- | --- | --- |
| Only list the units you deliver. Include the CODE and FULL title from www.training.gov.au |
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[ELECTIVES](http://training.gov.au/Search/Training?javaScriptEnabled=True&typeAllTrainingComponents=True)TasTAFE has determined that the units below will be offered in the delivery of this program. The selection of units has been based on meeting local industry needs and confirmation of the availability of TasTAFE resources, equipment and teaching staff, with the relevant vocational competence.

| Unit Code | Unit name | Pre Requisite |
| --- | --- | --- |
| Only list the units that are delivered. Include the CODE and FULL title from www.training.gov.au |
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| Imported – List units which are listed outside of the qualification (ensure they are the current version)  |
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Delete if not requiredShould a student request an elective not listed above (e.g. imported), this may be negotiated with the student and will depend upon available human and physical resources. It is important that in these cases, the trainer/assessor refers to the relevant training package and also checks for possible pre-requisites units.The packaging rules allow for the selection of electives other than those listed above. In cases where the program structure is modified or in response to individual student needs and recognition applications, the Lead Education Manager can approve unit changes ensuring that TasTAFE has the required resources/equipment/materials and vocationally competent teachers as required.For details on training and assessment activity, refer to the [*Training and Assessment Sequencing Plan*](#SequencingPlan)included asAppendix 1 of this TAS. |
| Industry Engagement*Clause 1.5* | The industry members who were involved in the development of this training and assessment strategy, including the training and assessment practices, were:

| Organisation | Contact Name | Contact no./email | Region |
| --- | --- | --- | --- |
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As part of ongoing improvement activities and industry consultations, TasTAFE teaching teams consult with industry in the following ways to ensure that elective unit selection and resources/equipment and all facilities utilised for programs (both on and off campus) meet current industry standards. * List your strategies for not only engaging with industry, but ensuring that your training and assessment strategies, practices and resources remains relevant and current to industry, AND
* How will you ensure the trainers and assessors have industry currency?

Documented evidence of consultation can be found here: Insert File Path |
| [Entry to the training product](#Entry) | Entry RequirementsPrior to enrolling in this training program, learners must satisfy the following entry requirements: Refer to [training.gov.au](http://www.training.gov.au) (TGA); are there any entry requirements listed for this qualification? If yes, include details here. If TGA states, No entry requirements, enter this here. Selection Process (*delete if not applicable)*In addition to the above entry requirements, List any pre-requisites, requirements re length of industry experience, age, physical attributes etc. ***Delete if not applicable***International Students: Must be signed under a training offer of agreement for training through the international office TasTAFE – GETI. All students are assessed against the English, language and support criteria. This qualification is registered with CRICOS (add link to GETI). [ ]  This product does not enrol international students. |
| Licensing | Description of licensing requirements for qualification or units (as indicated in the training package/course documentation) |
| RTO Number | 60142 |
| Transitioning Arrangements | The Lead Education Manager subscribes to the [following](#subscriptions) email updates to ensure the RTO is advised of any changes to the Training Product:[ ]  ASQA newsletters [ ]  Skills Service Organisation NewslettersType the name of the SSO here [ ]  training.gov.au [ ]  OtherAdd Other information here When there is a change to the Training Product that impacts on this TAS, the Lead Education Manager will notify all staff affected as soon as possible.The RTO complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Product, the Lead Education Manager or Division Manager will review the changes made and create a plan to transition to the requirements of the new training product and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the Lead Education Manager or Division Manager and TasTAFE Scope and Quality. Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).Include the process for taking students from a superseded qualification into a new one, or new release, including:* Will students be awarded Credit Transfer, if so for which units,
* Where Credit Transfer is not available will there be recognition and/or gap training, if so for which units or
* Will students have to undertake full new units, if so for which units
* How will students be supported through the transition
 |

# **Section 2: Learners and learning outcomes**

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| Learners | The [target participants](#Learners) for this training product are List the key characteristics and include if they are full/part time; apprentice/trainees under a training contract; existing workers/school leavers; from a particular industry; skilled or experienced etc. |
| Learning Support | General TasTAFE SupportTasTAFE provides a range of support services including:* language, literacy and numeracy support;
* disability support;
* child care support;
* financial advice;
* Aboriginal and Torres Strait Islander support.

Further information is available in the Student Handbook, Student Information Brochure and the TasTAFE website.Specific support available for this group of learners**Example Only: Details of the specific support arrangements that have been made for the student cohort covered by this TAS should be outlined.**In class support is firstly provided by the teacher by supporting and accommodating individual learner needs. This includes customising in class vocabulary and written work, using more in-depth visual examples and demonstrations, and incorporating verbal assessment and giving extra time.Language and Literacy needs are further supported by the Foundations team. This support is provide at group drop in sessions on a Monday from 9.30am -12.30 pm and upon request from the teacher and local Education Manager, and is provided through negotiation for a period of time depending on the student’s needs.International Student SupportDelete this heading if not applicable. If applicable include the following: Along with the support services available to local students (delete if not mixed cohort), international students receive assistance with English language, career advice and issues arising from living in a foreign country via an International Student Advisor. The student advisors address issues as they arise and are called upon depending of the nature of the query. Examples of concerns range from: financial, cultural conflicts, misunderstandings, language difficulties and personal problems.All the support areas work closely with the students and each other to assist the student to succeed with their studies.The International unit student advisors are: Insert International Student Advisors details for regions applicable to TAS |
| [Training Product Outcomes](#Employment) | Employment PathwaysList the potential occupation titles that the student may be eligible for upon successful completion of the program. Check the Training Product documentation and include any information it contains, as well as locally relevant information and industry member names.Further Study PathwaysList the further study that the learner may enter upon successful completion of this training product. Any pre-requisites, requirements re length of industry experiences, age, physical attributes etc.Exiting Training ProductStudents who do not successfully complete the qualification will be issued with a ‘Statement of Attainment’ listing all units that have been successfully completed.List details here if the students are able to exit the program at different points e.g. exit Diploma at completion of xx and be eligible for a Certificate IVAdditional accredited outcomesList any additional certificates, skill sets or certification that students will receive through completing this qualification (e.g. First Aid; WHS etc.) |

# **Section 3: Training Product Design**

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| Recognition | Recognition assessment is an extension of normal assessment process, and requires no less assessment than what is established for general course assessment. In the same way as course based assessment, Recognition is conducted according to the principles of assessment and rules of evidence.TasTAFE is committed to ensuring the opportunity to apply for Recognition is made available to all students and that, as far as possible, the Recognition process is streamlined, individualised, and holistic and applied/task based. Refer to the TasTAFE recognition (RPL) procedure found [here.](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4713013/LatestFinalFile)Recognition in the form of RPL (Recognition of Prior Learning) and CT (Credit Transfer) is offered to students prior to enrolment.Learners are able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements:* Students who have successfully completed previous training with TasTAFE or another RTO and who have achieved relevant units will be eligible for Credit Transfer.
* Students who have skills and experience and are able to demonstrate competence and currency in a unit or units of competency will be eligible for Recognition of Prior Learning.

Commercial domestic students: All students to have a written commercial agreement detailing units that will be assessed via the RPL procedure and outlining any gap training required and if this can be completed on the job or must be completed off the job (on campus). Key assessment methods may include, but are not limited to:* Questioning (competency conversation)
* Observation of practical tasks
* Observation of performance in the workplace and/or simulated workplace environment
* Provision of workplace documentation related to unit requirements

Testimonials/third party reports must clearly relate to unit requirements, be expressed in workplace language and be used to confirm assessment judgement and consistency of performance. They are not sufficient evidence on their own.Any specific instructions around recognition for the product should be outlined. If recognition cannot be offered for some units due to licencing etc., this should be explained and the units listed.  |
| AQF Volume of Learning  | AQF volume of learning indicators(Note these indicators are considered to be a starting point and many factors can affect the amount of training required).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Certificate I0.5–1.0 year600–1200 hours | Certificate II0.5–1.0 year600–1200 hours | Certificate III \*1.0–2.0 years1200–2400 hours | Certificate IV \*\*0.5–2.0 years600–2400 hours | Diploma1.0–2.0 years1200–2400 hours | Advanced Diploma1.5–2.0 years1800–2400 hours |

\* Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.\*\* Certificate IV qualifications are often either:* Shorter duration specialist qualifications that build on existing skills and knowledge
* Longer duration qualifications that are designed as entry level requirements for specific work roles.
 |
| Duration and Amount of Training | The Volume of Learning for a [Certificate](#Cert) Enter the Cert level of this qualification (eg I, IV) [is](#Hours) Enter the number of hours as per AQF VoL above hours. As a component of this, the amount of training provided in this instance of program delivery is Include YOUR training product [hours](#Hours), comprising:* Click here to enter text. hours of [supervised instruction](#supervised) (see product structure below)

* Click here to enter text. hours of [unsupervised activities](#unsupervised) (add details of what activities are undertaken)

* Click here to enter text. hours of [work placement](#workplacement) (add details e.g. #days/weeks)

* Click here to enter text. hours of [online activities](#online)

* Click here to enter text. hours of [other](#otherVoL) (add details here)

Include a justification for any differences between Volume of Learning requirements and this instance of course deliveryAdd training product structure e.g. part time / full time and number of weeks duration |
| Training Delivery | Year of Delivery: 20XXFor details on training activity, refer to the [*Training and Assessment Sequencing Plan*](#SequencingPlan)included asAppendix 1 of this TAS. The information below is in line with the *Training and Assessment Sequencing Plan.*[Delivery](#Cluster) Mode[ ]  Face-to-Face [ ]  On-the-job (indicate number of days/hours/weeks Enter text here) [ ]  Online [ ]  Self-paced[ ]  [Combination](#Combination) [ ]  [Other](#Otherdelivery) Enter text here [Delivery](#Cluster) Methods[ ]  Lectures/presentations [ ]  Simulated environment [ ]  Demonstrations[ ]  Research activities [ ]  Group projects [ ]  Online[ ]  Print-based learning material [ ]  Video/Webinar [ ]  Seminars[ ]  Individual projects [ ]  [Other](#othermethods) Enter text here[Clustering of Units](#Cluster)Delete this heading if not applicable. Otherwise list clusters (including units)Be specific about what comes first in the program and why it comes first. Build on the order of delivery and how it fits in with work placementWorkplace ComponentDelete this heading if not applicable. Does the student or team choose the workplace host? How will the placement be structured? i.e. How many hours/weeks? When? One or several placements?Simulated work environmentDelete this heading if not applicable. Outline how this will occur including units this relates to, accessing relevant policies/procedures and operating procedures. Does the student or team choose the workplace host? How will the placement be structured? i.e. how many hours/weeks? When? One or several placements?Learning ResourcesRefer to the *Resource and Equipment Checklist* included asAppendix 2 of this TAS. |
| [Assessment](#Assessment) | TasTAFE has a Quality Assessment System (located on the intranet) which aims to ensure that assessment of our students meets the requirements of the nationally endorsed training packages and accredited courses, and produces graduates with the relevant skills and knowledge for the workplace. All assessments for this training program comply with the [assessment requirements of the](#AssessmentRequirements) Enter the name of the Training Package or Accredited Course and in accordance with the Principles of Assessment and Rules of Evidence.For details on assessment activity, refer to the *Training and Assessment Sequencing Plan* included asAppendix 1 of this TAS. The information below aligns with the *Training and Assessment Sequencing Plan.*Assessment Methods[ ]  Observation [ ]  Portfolio of evidence [ ]  Questioning[ ]  Projects [ ]  Presentations [ ]  Testimonials[ ]  Simulated Environment [ ]  Workplace [ ]  Other [Clustering of Units](#AssessmentCluster)Delete this heading if not applicable. Otherwise list clusters (including units)Assessment ResourcesRefer to the [*Resource and Equipment Checklist*](#Appendix2)included asAppendix 2 of this TAS. |
| Assessment Validation | Validation will occur in alignment with the [policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712832/LatestFinalFile) and [procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712840/LatestFinalFile) for Assessment Validation as outlined in the TasTAFE Quality Assessment System (located on the intranet). Refer to the [validation schedule](#validation) located Insert file path |

# **Section 4: Monitoring and Improvement**

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| Key requirements | To be completed by the program team |
| Feedback and Associated Actions | Each year TasTAFE engages a third party to undertake a survey of a sample of our students and employers.Learners and employers are given 35 statements to respond to by indicating their level of agreement: agree, strongly agree, disagree, strongly disagree, unsure/not relevant. Most participants complete the survey online.Feedback for this training program is collected through;* Employer Questionnaire

TasTAFE will collect data in the first quarter of the year from a random sample of employers who sponsored employees to complete a TasTAFE skill set or full qualification in the previous calendar year.* Learner Questionnaire

TasTAFE will collect data in the first quarter of the year from students who were enrolled in a training product in the previous calendar year.* Teaching team specific student feedback (end of unit / end of training product delivery)

As outlined in the TasTAFE Quality Management System (located on the intranet) and found [here](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4713017/LatestFinalFile)The purpose of this procedure is to outline the steps to be taken to ensure Quality Indicator data is collected in line with the relevant requirements and is reported in a timely manner and is utilised as a key component in the continuous improvement cycle of teaching teams/Divisions.Feedback is collected, analysed and actioned. Identified actions are documented in teaching team’s *Continuous Improvement Plans*. The TasTAFE Continuous Improvement [Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712856/LatestFinalFile) and [Guide](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712859/LatestFinalFile) are located on the TasTAFE Intranet.The results above apply to the whole of TasTAFE. Reports provided allow us to see how learner and employer responses vary in TasTAFE teams and industry areas. These reports are provided to Senior Managers, Division Managers and local Education Managers to use as a basis for understanding what employers and learners value and for identifying opportunities to improve services to learners and employers.Student Complaints and Appeals*Complaints (Grievances)*This Procedure applies to any student of TasTAFE wishing to express a grievance (complaint) against another student, teacher, staff member or member of the public (while on a TasTAFE site), either directly to the respondent, or to a TasTAFE staff member. The resolution details and processes required apply to all TasTAFE employees.Information can be found on INFOcus [here](https://intranet.tastafe.tas.edu.au/PolicyProcedureHub/Pages/Feedback-and-Grievance.aspx)*Appeals*TasTAFE is committed to ensuring assessment practices are fair and reliable. It is the right of students to appeal the outcome of an assessment process or decision, and any review of appeals should be open, transparent and dealt with in an efficient way. Information can be found on INFOcus: [here](https://intranet.tastafe.tas.edu.au/PolicyProcedureHub/Pages/Feedback-and-Grievance.aspx)International Student Monitoring Delete if not applicableSatisfactory Attendance: is based on the definition under the National Code of Practice for Providers of Education and Training to Overseas Students 2007 (National Code) as requiring the following: A student must attend at least 80 per cent of the scheduled course contact hours for each CRICOS registered course in which they are enrolled. If a student’s attendance is less than 80 per cent, a provider may choose to not report a breach to DIBP if: * the student’s attendance is at least 70 per cent
* the student is maintaining satisfactory academic performance; and
* this is consistent with the provider’s documented attendance policies and procedures.

Special note: The TasTAFE monitoring procedure operates within the above parameters but has a satisfactory attendance set at 85%. The decision to report to DIBP is made by GETI based on information provided by TasTAFE and takes into consideration the above parameters and includes consideration of compassionate and compelling reasons. Satisfactory Progress: International Students who achieve competency in more than 65% of units attempted in any study period are considered to have satisfactory progress. International students who have been deemed not yet competent in less than 65% of units attempted in any study period (term or semester) are considered ‘at risk’ and GETI must be advised. Students who have failed 50% or more of their units for two consecutive semesters are required to be reported to DIBP by GETI.Monitoring of attendance and progress is ongoing and a formal bi-annual meeting with a representative teacher and the ISA (International Student Advisor) is convened to discuss any issues.Documented records are then retrieved and kept by GETI. The International Student Attendance and Progress Policy and Procedure can be accessed [here.](https://intranet.tastafe.tas.edu.au/PolicyProcedureHub/Pages/Student-Management.aspx) |

# **Section 5: Human and Physical Resources**

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| Human Resources | All trainers and assessors must meet the training and assessment and vocational requirements specified in the *Standards for Registered Training Organisations 2015*.In addition, the [Training Package/Accredited Course](#teachercomp) for this training program specifies Delete as appropriate. ONLY complete this section if the TP or NAC has specific requirements the Trainer / Assessor must meet. Otherwise, delete this sentence.TasTAFE trainer/assessor and competence policies and procedures are located on the TasTAFE Intranet. Copies of qualifications are stored together with the Professional Development evidence with the trainer/assessor profile in the following location: Type location here

|  |  |  |
| --- | --- | --- |
| [**Trainer(s)/Assessor(s) delivering this program**](#trainer) | Training and Assessment Competencies held  | Teacher Competency and Currency Record verified |
| TAE40110 and TAEASS502 (or equivalent) and TAELLN411 | TAE40116 | Higher Qualification with Adult focus |
| Name of trainer/assessor | Location | Yes/No | Yes/No | Yes/No | Yes/No |
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| [Partnering Agreement](#PA) | List any partnering organisations (e.g. schools, colleges, e-school, industry etc.) who deliver and/or assess this program.  |
| Physical Resources and Equipment | As part of TasTAFE’s program planning and development processes, teaching teams undertake a review of all required resources/equipment and facilities as part of the development of this TAS. This process ensures that required resources and equipment have been identified and will be available to deliver selected units. The resources and equipment identified for this training product are listed in the *Qualification/Course* [*Resource and Equipment Checklist*](#Appendix2) as Appendix 2 of this TAS.[Students are advised](#resources" \o "DELETE this sentence if not relevant to this training product) prior to enrolment that they are required to supply or obtain access to the [following resources](#resources1) and equipment Note: delete sentence if not applicable e.g. uniform, text books, tools, software, USB etc.  |

# **Section 6: Responsible Parties and Contact Details**

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| --- | --- | --- | --- |
| Division |  | Team and Region |  |
| Division Manager |  | Contact phone and email |  |
| Lead Education Manager |  | Contact phone and email |  |

# **Section 7: Version Control**

| Version Number | Date | Description of changes | Date of next review |
| --- | --- | --- | --- |
| 1.0 | dd.mm.yyyy | Detail changes here | dd.mm.yyyy |
|  |  |  |  |
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**Appendix 1**

Attached is an example **‘Training and Assessment Sequencing Plan’**. This template may be used to record program sequencing of when each unit/cluster of units) will be delivered and assessed *(N.B. sequencing documents must clearly show when delivery and assessment relevant to each unit/cluster of units will occur).* Other supporting documents are also required to support the TAS and include timetables (with dates, times, unit delivery details, teachers), session plans (session content, activities and resources used) and an assessment plan (detailing the assessment methods used for each unit/cluster of units). ***<Delete this explanation when using the Plan below>***

| **Training and Assessment Sequencing Plan**This plan details the order that units or clusters of units are delivered, including details of the weeks/dates students will undertake assessments. Refer to the example below. |
| --- |
| **Week, Day or Date** | **Training Activity including details of relevant units** | **Assessment Activity** |
| *Week 1 or Day 1 (commencing 23 Feb 2016)* | *Session Overview**Workplace health and safety overview, conduct an incident report in commercial kitchen, respond to emergency situations, issues and breaches of health safety and security proceduresUnits Covered**SITOHS001B Follow health safety and security procedures* | *No assessments in Week 1* |
| *Week 2 or Day 2 (commencing 2 Mar 2016)* | *Session Overview**Recap on previous session, participate in health and safety management practices, excursion to Central Plaza Food Court to complete on-site assessmentUnits Covered**SITOHS001B Follow health safety and security procedures continued, last part of the session to also commence the unit SITXCOM001A Work with colleagues and customers* | *SITOHS001B Assessment Task No. 1 – Health, safety and security on-site assessment* |
|  | ***<Delete the above examples when using this template>*** |  |
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**Appendix 2 - Resource and Equipment Checklist**

**INSTRUCTIONS:** Complete this checklist listing all physical resources and equipment available **at each delivery site** (or accessible by each delivery site). Include additional columns if more than 4 delivery sites are applicable and additional rows to list resources. This checklist is a required supporting document for Training and Assessment Strategies (TAS).

| **Qualification/Course:** | *<List qualification/course code and full title>* |
| --- | --- |
| **Resources/Equipment** | **Campus (1)****<insert location>** | **Campus (2)****<insert location>** | **Campus (3)****<insert location>** | **Campus (4)****<insert location>** |
| **Facilities (i.e. classroom, lab, studio, salon, nursery, restaurant, or virtual)** |
| *Example (Horticulture) - Classrooms, operational nursery, propagation house, plant growing on areas, potting shed etc.* | ***✓*** | ***✓*** | ***✓*** | ***✓*** |
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| **Materials (i.e. training consumables, learning resources, assessment materials, learning centre resources)** |
| *Example (Horticulture) - Plant materials, pots, mulches, fertilisers, potting mix, plant stakes, text books etc.* | ***✓*** | ***✓*** | ***✓*** | ***✓*** |
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| **Equipment (i.e. tools, machinery)** |
| *Example (Horticulture) - Wheelbarrows, hand mower, ride on mowers, soil tester, PPE, hand tools, irrigation systems etc.* | ***✓*** | ***✓*** | ***✓*** | ***✓*** |
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| <insert> |  |  |  |  |
| <insert> |  |  |  |  |
| **Other Resources (i.e. workplaces, off campus facilities)** |
| *Example (Horticulture) – Field trip to Botanical Gardens, work placements in local nurseries (Fork in the Garden, Harmony) etc.* | ***✓*** | ***✓*** | ***✓*** | ***✓*** |
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| ***I confirm that this Resources and Equipment Checklist accurately reflects the range of resources accessible to TasTAFE to deliver this qualification/course and that resources meet qualification/course requirements to the unit level and current industry standards.***  |
| **Date checklist completed:** |  |
| **Name and Position of person completing checklist:** |  |
| **Verified and approved by Lead Education Manager - Signature:** |  |
| **Date next resource/equipment review will be undertaken:** |  |