

# Training and assessment strategy

## Certificate II in Rural Operations AHC21216

Centenary Heights SHS

Approval School RTO training and assessment strategy			
<b>School RTO name</b>	Centenary Heights SHS	<b>QCAA number</b>	270
<b>Qualification code</b>	AHC21216	<b>National provider number</b>	30258
<b>RTO Manager</b>		<b>Principal</b>	
<b>Name</b>	Dave McMillan	<b>Name</b>	Darren Cook
<b>Email address</b>	<a href="mailto:dmcmi32@eq.edu.au">dmcmi32@eq.edu.au</a>	<b>Email address</b>	<a href="mailto:dcook35@eq.edu.au">dcook35@eq.edu.au</a>
<b>Date</b>	9/03/2019	<b>Date</b>	26/04/2022

QCAA standardised training and assessment strategy document, updated March 2021

# Contents

- About this template** \_\_\_\_\_ **1**
- Who should use it ..... 1
- How to use it..... 1
  
- Section 1 Program overview** \_\_\_\_\_ **2**
  
- Section 2 Core and elective components** \_\_\_\_\_ **13**
  
- Section 3 Program assessment details** \_\_\_\_\_ **16**
  
- Section 4 Work experience** \_\_\_\_\_ Error! Bookmark not defined.
  
- Section 5 Trainers and assessors** Error! Bookmark not defined.
  
- Section 6 Physical resources and environment**Error! Bookmark not defined.
  
- Section 7 Industry engagement** \_\_ Error! Bookmark not defined.
  
- Section 8 Register of assessment tools**Error! Bookmark not defined.
  
- Section 9 Systematic validation** \_\_ Error! Bookmark not defined.
  
- Section 10 TAS implementation checklist**\_\_ Error! Bookmark not defined.
  
- Section 11 Systematic monitoring** \_ Error! Bookmark not defined.

# About this template

Every qualification on a registered training organisation's (RTO's) scope of registration must have documented training and assessment strategies and practices. This training and assessment strategy (TAS) document is a dynamic document that is updated whenever strategies and practices change. It must be of an auditable standard, containing verifiable information that meets the requirement of the *Standards for Registered Training Organisations (RTOs) 2015*.

## Who should use it

The Queensland Curriculum and Assessment Authority (QCAA) has provided this standardised document for use in Queensland school RTOs.

Other people or organisations who want to use QCAA materials must obtain permission, as stated in the QCAA copyright notice available from [www.qcaa.qld.edu.au/copyright.html](http://www.qcaa.qld.edu.au/copyright.html).

Queensland school RTOs may use this document to assist with their quality assurance processes and systematic monitoring of RTO operations as outlined within the *Standards for Registered Training Organisations (RTOs) 2015*. These standards form part of the VET Quality Framework.

## How to use it

Customise the information in this TAS to represent the RTO's current policies and practices, involving RTO manager/s (RTOM), the Principal, trainers/assessors and industry representatives.

For all sections, replace sample or grey text with information representative of the RTO's ongoing practices. Follow the notes below to complete the TAS. Detailed guidance is provided in each section.

Section	Notes for completion
1 Program overview	All input fields must be amended to reflect current RTO policies and practices for the delivery of the qualification.
2 Core and elective components	Must always include sufficient units to be awarded a qualification. Optional delivery arrangements for units must be clearly explained in table 2.2.
3 Program assessment details	Must include the complete proposed learning program. This may be amended at any time.
4 Work experience	When work experience is a requirement, it is mandatory to enter a summary of the work experience arrangements.
5 Trainers and assessors	This checklist is a summary of information already held by the RTO supporting trainer and assessor suitability and must always be completed. Assessment-specific requirements must be clearly explained in the subsection.
6 Physical resources and environment	Must be a summary statement identifying access to assessment resources.
7 Industry engagement	All input fields must be populated. Engagement must include a meaningful summary of the industry representatives' comments and/or recommendations.
8 Register of assessment tools	Before validation, list and briefly describe the total population of assessment tools that were used to make judgments of competency for this qualification.
9 Systematic validation	Validation processes, arrangements, criteria and outcomes must be recorded.
10 TAS implementation checklist	Checklist must be used to confirm TAS is ready for implementation.
11 Systematic monitoring	Checklist and notes must be used at intervals determined by the RTO to confirm monitoring outcomes and actions.

# Section 1 Program overview

1.1 National requirements			
<b>Qualification code</b>	AHC21216		
<b>Qualification title</b>	Certificate II in Rural Operations		
<b>Relevant Standards</b>	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
<b>Training package code</b>	AHC		
<b>Current release date</b>	27/06/2016	<b>Release number</b>	
<b>Training package title</b>	<i>Agriculture, Horticulture and Conservation and Land Management Training Package</i>		
<b>National register</b>	<a href="https://training.gov.au/Training/Details/AHC21216">https://training.gov.au/Training/Details/AHC21216</a>		
<b>Companion volume</b>	Enter the hyperlink to the companion volume/s (if relevant). <a href="http://vetnet.education.gov.au/Pages/TrainingPackages.aspx">vetnet.education.gov.au/Pages/TrainingPackages.aspx</a>		
<b>Qualification status</b>	Current	Where a qualification is <b>no longer current and has not been superseded</b> , all students' training and assessment must be completed and the relevant AQF certification issued <b>within a period of two years</b> from the date the qualification was removed or deleted from the National Register.  Where a qualification on the RTO's scope of registration is <b>superseded</b> , all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement <b>within a period of one year</b> from the date the replacement qualification was released on the National Register.	
<b>Superseded, deleted or no longer current date</b>	29/02/2016		
<b>Latest date for student completion and AQF certification</b> (Complete only if qualification status ≠ current)	Not applicable or choose date		
<b>TAS has been developed through industry engagement</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (See Section 7)	<b>Total number of proposed assessment tools for this qualification</b>	15 (See Section 3)
<b>Delivering and assessing information</b> (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
<b>TAS implementation date</b> (See Section 10)	29/01/2019	<b>TAS monitoring date</b> (See Section 11)	30/01/2024
<b>Developed for:</b> (Select one only)	<input type="checkbox"/> individual student/s	<b>Name/s of individual student/s</b>	
	<input checked="" type="checkbox"/> class cohort	<b>Current number of students enrolled</b>	105
<b>A representative sample of assessment tools has been validated</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	<b>Delivery period for this cohort or individual</b> <b>Start</b> <b>End</b>	22/01/2024 7/11/2025
<b>RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>RTO has checked other printed and electronic student information/data for compatibility with TAS</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
<p><b>Qualification description and job roles</b></p>	<p>This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.</p> <p>Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.</p> <p>Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.</p> <p>This qualification is suitable for an Australian Apprenticeship.</p> <p>No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Packaging rules</b></p>	<p>To be awarded the AHC21216</p> <p>Total number of units = 15</p> <p>Core Units = 3 Elective Units = 12</p> <p><b>Core Units</b></p> <p>AHCWRK204 - Work effectively in the industry AHCWRK209 - Participate in environmentally sustainable work practices AHCWHS201 - Participate in work health and safety processes</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM	
<b>General entry requirements</b> (Adjust as appropriate)	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Participate in workplace tasks to employer expectations.</li> <li>• Be able to work in an industry environment and handle industry standard equipment.</li> <li>• Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Commonwealth or state regulations</b> (Add additional enquiries or adjust as appropriate)	Did enquiries have to be made concerning the need to meet a government regulation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Date of initial contact Example response: 29/10/2020	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Which government department was contacted?	Example response: <i>WorkSafe Queensland.</i>		
	What questions did the RTO ask?	Example response: <i>Some of our students do unpaid minor construction, maintenance and repair work at school as part of their competencies in CPC10120. Do they need a white card?</i>		
	What answers did the department give?	Example response: <i>Students working on construction, installation and renovation services or maintaining and repairing buildings and other structures need to complete a general construction induction training course and be issued a white card by an authorised WHSQ RTO. They must keep the card on them whenever they are on site.</i>		
	What decisions did RTO management make?	Example response: <i>Principal approves requiring students obtain a white card for enrolment and participation in this qualification.</i>		

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Specific entry and/or completion requirements</b> (Adjust as appropriate)	Specific entry requirements exist <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Requirements to commence/complete some units within this qualification: <ul style="list-style-type: none"> <li>successfully obtain a <b>Blue Card</b> (eligibility to work with children and young people) prior to engaging in activities with children under 18 years, <a href="http://www.bluecard.qld.gov.au/index.html">www.bluecard.qld.gov.au/index.html</a></li> <li>successfully obtain a <b>White Card</b> (general construction induction card), <a href="http://www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/what-licence-do-i-need/general-construction-induction/apply-for-a-general-construction-induction-card">www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/what-licence-do-i-need/general-construction-induction/apply-for-a-general-construction-induction-card</a></li> <li><b>mandatory work experience</b> with an organisation or employer (this will include a minimum number of hours, e.g. hospitality service periods, structured volunteer program)</li> <li>other (include details).</li> </ul> <b>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Access and reasonable adjustments</b> (Adjust as appropriate)	<b>The RTO has advised students in print or electronically that reasonable adjustments may be available.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs. Reasonable adjustments may include: <ul style="list-style-type: none"> <li>accessible class rooms</li> <li>note-taking support</li> <li>course material in alternative formats — electronic, large print</li> <li>use of laptop for assessments</li> <li>an Auslan (Australian Sign Language) interpreter</li> <li>extra time or extensions for assessments or alternative assessment tasks</li> <li>ergonomic chair/desk</li> <li>use of assistive technology</li> <li>other adjustments.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Mode of delivery</b> (Adjust as appropriate)	The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> <li>face-to-face in a simulated workplace environment for required performance and knowledge evidence</li> <li>work experience in commercial work site — third party report</li> <li>online for some components of training for knowledge evidence</li> <li>in a classroom ('off the job') for some components of training for knowledge evidence.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Delivery location</b> (Adjust as appropriate)	Multiple delivery locations are used. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <hr/> The delivery location is the principal place of business of the RTO. <hr/> Centenary Heights State High School 60 Ramsay Street Toowoomba	Wilsonton State High School Agriculture Centre <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Program duration</b>	<p>Total program duration for delivery and assessment is:</p> <p><input type="checkbox"/> 6 months    <input type="checkbox"/> 1 year  <input checked="" type="checkbox"/> 2 years    <input type="checkbox"/> 3 years</p>	<p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<b>Amount of training and volume of learning</b>	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is:</p> <p><input type="checkbox"/> 55 hours    <input type="checkbox"/> 110 hours    <input checked="" type="checkbox"/> 220 hours  <input type="checkbox"/> 330 hours    <input type="checkbox"/> 440 hours</p> <p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The total volume of learning for this program is:</p> <p><input checked="" type="checkbox"/> 600–1200 hours (Certificate I and II)  <input type="checkbox"/> 1200–2400 hours (Certificate III and IV)</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<b>Learning resources</b>	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> <li>enable students to meet the requirements for each unit of competency</li> <li>support the number of students undertaking the training and assessment.</li> </ul>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<b>Assessment resources</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.</li> <li>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.</li> </ul>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<b>Students from other schools</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Students not enrolled with the school but seeking enrolment for this VET program delivered by the RTO may become fee-paying students. Where this is the case, students have been advised in writing or electronically.</li> <li>The fee for this program is: \$000.00</li> <li>The fee includes: <ul style="list-style-type: none"> <li>-</li> </ul> </li> </ul> <p><b>The RTO charges fees for students not enrolled with the school.</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>



### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Students from the school</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Students enrolled with the school may have to pay fees for this VET program. Where this is the case, students have been advised in writing or electronically.</li> <li>The fee for this program is: \$60.00</li> <li>The fee includes: Class supplies and bus travel to and from Wilsonton Ag Centre.</li> </ul> <p><b>The RTO charges fees for students enrolled with the school.</b></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Early termination or withdrawing from the program</b>  <b>Fee refund</b>	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program or students withdraw from the VET program:</p> <ul style="list-style-type: none"> <li>students will be issued with a Statement of Attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis or as explained in the RTO refund policy.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination or withdrawal from the program.</b></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Evidence-gathering conditions</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Will be progressively gathered for groups of units simultaneously.</li> <li>Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports.</li> <li>Will be done under the specific assessment conditions required by the units.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Work placement requirements</b> (Adjust as appropriate)	<p><b>Work placement or experience.</b></p> <p>The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.</p> <p><b>Work placement or experience is required for this program.</b></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Notifiable third party arrangements</b> (Adjust as appropriate)	<p>Services are delivered on behalf of the RTO.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> <li>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</li> <li>Where services are provided on the RTO's behalf by a third party, the provision of those services</li> </ul>
	<p>Some services are provided by a third party on behalf of the RTO.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	<p>QCAA has been notified of the third party arrangement.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	<p>A written agreement has been provided to QCAA.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	<p>Third party name</p>	

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirmed by RTOM	
	Third party RTO number	must include a written agreement. <ul style="list-style-type: none"> <li>• The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</li> <li>• When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</li> </ul>		
	Third party phone number			
	Summary of services provided in relation to specific units of competency			
<b>Educational and support services</b>	<ul style="list-style-type: none"> <li>• Learners in this cohort are school students in Years 10 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge.</li> <li>• Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention.</li> </ul> <p><b>The RTO delivers services to students in the juvenile justice system.</b></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Transition</b>	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none"><li>• if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version</li><li>• if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.</li></ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Certificates and Statements of Attainment</b>	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met:</p> <ul style="list-style-type: none"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>Statement of Attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete.</li> </ul> <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Unique Student Identifier (USI)</b>	<ul style="list-style-type: none"> <li>• The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual.</li> <li>• The consequences of not providing the RTO with a USI have been explained to the student.</li> <li>• Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see <a href="http://usi.gov.au/Students/pages/default.aspx">usi.gov.au/Students/pages/default.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Credit arrangements</b>	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the National Register (<a href="http://training.gov.au">training.gov.au</a>) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>If a student already holds a unit of competency</b></p> <p>If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Recognition of prior learning (RPL) arrangements</b>	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>The RTO has advised students in print or electronically of RPL arrangements.</b>    <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Replacement of Certificates and Statements of Attainment</b>	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue.</p> <p>The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.</p>	<p>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> <li>maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly                             <ul style="list-style-type: none"> <li>the holder of the qualification</li> <li>the AQF qualification by its full title</li> <li>date of issue/award/conferral</li> </ul> </li> <li>have a policy that permits replacement of certification documentation</li> <li>be responsible for authentication and verification of any replacement certification documentation.</li> </ul> <p>See <a href="http://www.aqf.edu.au/aqf-policies">www.aqf.edu.au/aqf-policies</a>.</p>
	<p>The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	
	<p><b>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Recording results</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>RTO management records student enrolment data in QCAA approved software within the first term of the student's commencement of the VET program.</li> <li>Evidence-gathering tools are used to make decisions about a student's progress toward competency.</li> <li>The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>Students may continue to submit evidence until they exit the program or the end of the program's duration period.</li> <li>Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed.</li> <li>RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Management software approved by QCAA.</li> <li>All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program.</li> </ul>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Student profiles</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>• Student profiles are updated by the assessor and are accessible to students on request.</li> <li>• Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>• RTO management uses final outcomes recorded in student profiles to update Student Management.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>• All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>• A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Data privacy and reporting</b>	<p><b>The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• Students are informed that personal information will be collected and reported on their behalf.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Use of personal email addresses</b>	<p><b>The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• Agreed email addresses provide the same acknowledgment as a signature.</li> <li>• The RTO has recorded students and assessors email addresses.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Complaints</b>	<p><b>The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• A complaint may involve the conduct of the RTO's officers, students or third-party service providers of the RTO.</li> <li>• Any RTO officer may receive a complaint verbally, in writing or electronically.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appeals</b>	<p><b>The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• There are two types of appeals that can be lodged:             <ul style="list-style-type: none"> <li>– appeal of final assessment decision</li> <li>– appeal of any other RTO decision.</li> </ul> </li> <li>• Appeals must be submitted to the RTO in writing using the RTO's appeal form.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Publicly availability</b> (Adjust as required)	<p>The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see: <a href="https://centheigshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Career%20Pathways%20Resources/complaints-and-appeals-policy.pdf#search=complaints%20and%20appeals">https://centheigshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Career%20Pathways%20Resources/complaints-and-appeals-policy.pdf#search=complaints%20and%20appeals</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

**Relevant Standards:** 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

**Note:** A prerequisite unit may be delivered through an integrated approach with the secondary unit — it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit.

2.1 Core and elective units being offered			
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?	Potential higher risk unit
<a href="#">AHCWHS201</a> – Participate in work health and safety processes	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCWRK204</a> – Work effectively in industry	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCWRK209</a> – Participate in environmentally sustainable work practices	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCWRK213</a> – Participate in workplace communications	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCWRK210</a> – Observe and report on weather	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCINF205</a> – Carry out basic electric fencing operations	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCINF206</a> – Install, maintain and repair farm fencing	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK202</a> – Care for health and welfare of livestock	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK204</a> – Carry out regular livestock observations	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK205</a> – Handle livestock using basic techniques	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK211</a> – Provide feed for livestock	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK206</a> – Identify and mark livestock.	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK209</a> – Monitor water supplies	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK216</a> – Clean and maintain livestock pens	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">AHCLSK316</a> – Prepare livestock for competition	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Optional units and flexibility			
<b>Additional Optional Unit, which can be completed should a student be unable to meet the demands of a particular unit above.</b> <a href="#">AHCPTH216</a> – Carry out canopy maintenance	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>

<b>Students are also provided the opportunity to obtain the following units of competency in Year 12</b>			
AHCMOM202 – Operate tractors (Higher risk unit)	Listed Elective	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AHCMOM217 – Operate quad bikes (Higher risk unit)	Listed Elective	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### 2.3 Higher risk units

**Do any units have potentially higher risks?**

Yes  No

When units of competency offered to students include potentially higher risks, the RTO has identified these units and conducted a documented risk assessment to mitigate risks, enable the activity to be conducted safely and comply with any state government regulations.

**Has a risk assessment been conducted?**

Yes  No

Thorough risk assessments have been completed for both the Operate Tractors and Operate Quad bikes units, with extensive safety procedures and practices in place.

As a part of this risk assessment, strategically, these higher risk units will only be delivered to students in Year 12, when they are older, more mature and have often had driving experience. As they are optional flexible units, any student who is considered a safety risk or does not comply with requirements will not participate in these units.

Previously, there was a welding unit on scope, however this was removed as our risk assessment process identified that our trainers and assessors were not appropriately qualified.



Written Statement  
from Principal re Qu

The following table includes some potentially higher risk categories. This is not an exhaustive list.

Type of unit	Trainer/assessor might require one or more of the following:	Students might require one or more of the following:
Welding Chemicals Animals Vehicles First aid Chainsaws Coaching Construction Training minors Child care Aged care Quad bikes Retail/Sales Providing advice Edged equipment or tools	<ul style="list-style-type: none"> <li>• Statement of attainment</li> <li>• Trade certificate</li> <li>• VET AQF certification</li> <li>• Licences</li> <li>• Verifiable evidence of currency</li> <li>• First aid currency</li> <li>• Industry recognised certificate</li> <li>• White card</li> </ul> A high risk work licence	<ul style="list-style-type: none"> <li>• Blue card</li> <li>• White card</li> <li>• Yellow card</li> <li>• First Aid Statement of attainment</li> <li>• Relevant level maturity</li> <li>• Industry-specific training</li> <li>• Work under a licenced supervisor</li> </ul>



<p>Specific industry experience</p> <p>Hospitality</p> <p>Civil construction</p> <p>Sport and recreation</p> <p><b>Agriculture</b></p>	<ul style="list-style-type: none"> <li>• Verifiable details in staff profile to support length of time in industry relevant to the skills and knowledge requirements.</li> <li>• Risk assessment evidence from the RTO</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate skills in a specific environment/ context.</li> </ul>
--	---	---

## Section 3 Program assessment details

**Relevant Standards:** 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Use this section to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from, and list the evidence-gathering tools to be used. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a cluster (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

### 3.1 Developing assessment tools

Use these six steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions, and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard.

Summarise each of these assessment activities in Section 3.4.

3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories:
  - direct observations of student activity
  - questions — written, online or direct (verbal)
  - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered.

Record the unit/s for which partial or complete evidence will be gathered in Section 3.4.

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
  - student and assessor identification
  - dates or date ranges for completions
  - all units of competency the student is enrolled in, including code and title of qualification
  - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
  - name of RTO
  - student year level.

You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. When this qualification is due for validation, ensure that Section 8 is completed and the assessment tools, including the mapping tool, are available for validators.

## 3.2 Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that may produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

### 3.3 Program details sample

## 3.4 Program details

3.4 Program details					
Project 1	<b>Workplace Skills</b>				
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p><b>Workplace Skills</b> A project which covers workplace health and safety requirements and the necessary skills to be an effective employee in a rural setting. Students will complete a folio of work where they are required to answer questions on workplace issues. They will be required to record information gained from specific instructions provided during lessons before commencing work on given practical tasks completed across the course. Students investigate how to complete tasks with the least environmental impact and learn how to recycle materials wherever possible. Students are required to carry out set tasks in a safe manner.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Final unit outcome will be awarded for all competencies.</p>		<p><b>AHCWHS201 – Participate in work health and safety processes</b> <b>AHCWRK204 – Work effectively in industry</b> <b>AHCWRK213 – Participate in workplace communications</b> <b>AHCWRK209 – Participate in environmentally sustainable work practices</b> <b>AHCWRK210 – Observe and report on weather</b></p>	Observation checklist	<input checked="" type="checkbox"/>	ROOBS1
			Questions checklist	<input checked="" type="checkbox"/>	ROQUES1
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	ROFOW1
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	

### 3.4 Program details

Project 2		Livestock Production					
Estimated duration	20 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code		
<p>In this unit, students deal with the feeding, care, monitoring and mustering of livestock.</p> <p>Students carry out daily management tasks such as feeding, observation of health, drenching, identification, weighing and the processes involved in ensuring a healthy flock or herd.</p> <p>Students also assist with the preparation of show cattle for the Toowoomba Show and multiple other shows and events throughout the year. Preparation for these events assist students to meet the requirements for AHCLSK316 – Prepare livestock for competition.</p> <p>These operations are expected to be carried out humanely and to industry standard.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Final unit outcome will be awarded for all competencies.</p>		<p><b>AHCLSK204 – Carry out regular livestock observations</b></p> <p><b>AHCLSK205 – Handle livestock using basic techniques</b></p> <p><b>AHCLSK211 – Provide feed for livestock</b></p> <p><b>AHCLSK206 – Identify and mark livestock.</b></p> <p><b>AHCLSK202 – Care for health and welfare of livestock</b></p> <p><b>AHCLSK216 - Clean and maintain livestock pens</b></p> <p><b>AHCLSK209 – Monitor water supplies</b></p> <p><b>AHCLSK316 – Prepare livestock for competition</b></p>	Observation checklist	<input checked="" type="checkbox"/>	ROOBS2		
			Questions checklist	<input checked="" type="checkbox"/>	ROQUES2		
			Review of product/service against specifications	<input type="checkbox"/>			
			Review folio of work against specifications	<input checked="" type="checkbox"/>	ROFOW2		
			Third party report	<input type="checkbox"/>			
			Safety induction checklist	<input type="checkbox"/>			

### 3.4 Program details

Project 3		Fencing, Vineyard					
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code		
<p><b>Estimated duration</b> <b>Assessment activity</b></p> <p>In this unit, students will cover the concepts of installing, maintaining and repairing fences, included electric.</p> <p>This will involve the construction and maintenance of various types of fencing including conventional and electric.</p> <p>Students will also assist with the construction of a certain project that will change from year to year e.g. cattle or sheep yard panels.</p> <p>Optionally, should students require the unit, during this project, students will also undertake maintenance of the canopy of our school vineyard.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Final unit outcome will be awarded for all units.</p>		<p><b>AHCINF205 – Carry out basic electric fencing operations</b> <b>AHCINF206 – Install, maintain and repair farm fencing</b> <b>AHCPHT216 – Carry out canopy maintenance (Optional)</b></p>	Observation checklist	<input checked="" type="checkbox"/>	ROBS3		
			Questions checklist	<input checked="" type="checkbox"/>	ROQUES3		
			Review of product/service against specifications	<input type="checkbox"/>			
			Review folio of work against specifications	<input checked="" type="checkbox"/>	ROFOW3		
			Third party report	<input type="checkbox"/>			
			Safety induction checklist	<input type="checkbox"/>			

### 3.4 Program details

Project Optional		Operating Machinery			
Estimated duration	Up to 20 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p>In this project, students will learn how to safely operate tractors and quad bikes, before being required to operate them in person.</p> <p>With Operate Tractors, students will be required to drive a set course, and can complete certain tasks such as some ploughing of a paddock under varying conditions in a safe manner. They will also be required to start pre-start checks.</p> <p>With Operate quad bikes, students will be required to drive a set course, and control the quad in different situations, in varying conditions in a safe manner. They will also be required to start pre-start checks.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Final unit outcome will be awarded for AHCMOM202 and ACHMOM217.</p>		<p>AHCMOM202 – Operate tractors                      AHCMOM217 – Operate quad bikes</p>	Observation checklist	<input checked="" type="checkbox"/>	ROBSOFT
			Questions checklist	<input checked="" type="checkbox"/>	ROQUESOFT
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	ROFOWOPT
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	



