

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course. *Glossary, Standards for Registered Training Organisation (RTOs) 2015, 20 October 2014*

## Section I: Training Product Description

| Training Product    | Name  | BSB20115 - Certificate II in Business |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
|---------------------|---|---------------------------------------|--|-----------|-----------|---------------|-----------|--|-----|-----------|-----------|---------------|-----------|------------------------------|-----|-----------|--------------------------------|-----|-----------|---|-----|-----------|---|-----|-----------|--|-----|-----------|---|-----|-----------|-------------|-----|-----------|--|-----|-----------|---|-----|-----------|-----------------------------|-----|-----------|----------------------------|-----|
|                     | Release Number and Date   | Release 1 - 25/Mar/2015               |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| Training Package    | BSB - Business Services Training Package (Release 2) - 14/Jan/2016  |                                       |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| Packaging Rules     | <p>Based on information available from <a href="http://www.training.gov.au">www.training.gov.au</a> the following packaging rules apply for completion of this training product:</p> <p><b>Total number of units = 12</b></p> <p><b>I core units plus 11 elective units of which:</b></p> <ul style="list-style-type: none"> <li>• 7 elective units must be selected from the elective units listed below</li> <li>• 4 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level</li> <li>• if not listed below, 2 of the 4 elective units may be selected from either a Certificate I or a Certificate III qualification.</li> </ul>  |                                       |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| Units of Competency | <p>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.</p> <p><b>CORE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Unit Code</th> <th style="width: 50%;">Unit name</th> <th style="width: 30%;">Pre Requisite</th> </tr> </thead> <tbody> <tr> <td>BSBWHS201</td> <td>Contribute to health and safety of self and others</td> <td>Nil</td> </tr> </tbody> </table> <p><b>ELECTIVES</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Unit Code</th> <th style="width: 50%;">Unit name</th> <th style="width: 30%;">Pre Requisite</th> </tr> </thead> <tbody> <tr><td>BSBCMM201</td><td>Communicate in the workplace</td><td>Nil</td></tr> <tr><td>BSBCUS201</td><td>Deliver a service to customers</td><td>Nil</td></tr> <tr><td>BSBSUS201</td><td>Participate in environmentally sustainable work practices</td><td>Nil</td></tr> <tr><td>BSBWOR202</td><td>Organise and complete daily work activities</td><td>Nil</td></tr> <tr><td>BSBIND201</td><td>Work effectively in a business environment</td><td>Nil</td></tr> <tr><td>TLIP2029A</td><td>Prepare and process financial documents</td><td>Nil</td></tr> <tr><td>BSBINM202</td><td>Handle Mail</td><td>Nil</td></tr> <tr><td>BSBINM201</td><td>Process and maintain workplace information</td><td>Nil</td></tr> <tr><td>BSBITU201</td><td>Produce simple word processed documents</td><td>Nil</td></tr> <tr><td>BSBITU202</td><td>Create and use spreadsheets</td><td>Nil</td></tr> <tr><td>BSBITU203</td><td>Communicate electronically</td><td>Nil</td></tr> </tbody> </table> <p>For details on training and assessment activity, refer to the <i>Training and Assessment Sequencing</i></p> |                                       |  | Unit Code | Unit name | Pre Requisite | BSBWHS201 | Contribute to health and safety of self and others | Nil | Unit Code | Unit name | Pre Requisite | BSBCMM201 | Communicate in the workplace | Nil | BSBCUS201 | Deliver a service to customers | Nil | BSBSUS201 | Participate in environmentally sustainable work practices | Nil | BSBWOR202 | Organise and complete daily work activities | Nil | BSBIND201 | Work effectively in a business environment | Nil | TLIP2029A | Prepare and process financial documents | Nil | BSBINM202 | Handle Mail | Nil | BSBINM201 | Process and maintain workplace information | Nil | BSBITU201 | Produce simple word processed documents | Nil | BSBITU202 | Create and use spreadsheets | Nil | BSBITU203 | Communicate electronically | Nil |
| Unit Code           | Unit name   | Pre Requisite                         |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBWHS201           | Contribute to health and safety of self and others  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| Unit Code           | Unit name   | Pre Requisite                         |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBCMM201           | Communicate in the workplace  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBCUS201           | Deliver a service to customers  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBSUS201           | Participate in environmentally sustainable work practices   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBWOR202           | Organise and complete daily work activities   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBIND201           | Work effectively in a business environment  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| TLIP2029A           | Prepare and process financial documents   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBINM202           | Handle Mail   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBINM201           | Process and maintain workplace information  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBITU201           | Produce simple word processed documents   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBITU202           | Create and use spreadsheets   | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |
| BSBITU203           | Communicate electronically  | Nil                                   |  |           |           |               |           |  |     |           |           |               |           |                              |     |           |                                |     |           |   |     |           |   |     |           |  |     |           |   |     |           |             |     |           |  |     |           |   |     |           |                             |     |           |                            |     |

|                                       |  |
|---------------------------------------|--|
|                                       | Plan included as Appendix I of this TAS.   |
| Industry Engagement<br><br>Clause 1.5 | <p>The industry members who were involved in the development of this training and assessment strategy, including the training and assessment practices were:</p> <p><b>Sheryl De Bomford Revenue Services Coordinator Burnie City Council - NW</b></p> <p>As part of ongoing improvement activities and industry consultations, TasTAFE teaching teams consult with industry in the following ways to ensure that resources/equipment and facilities utilised for programs meet current industry standards.</p> <ul style="list-style-type: none"> <li>• Stakeholder consultations occur on an ongoing basis throughout the year. Evidence of industry consultations and resulting actions is documented. Ongoing consultations with stakeholders assist in evaluating the course and identifying opportunities for improvement.</li> <li>• There is also ongoing guidance related to the training and assessment strategy through our involvement in industry related networks.</li> </ul> <p>Teams retain documented evidence of consultations.</p>  |
| Entry to the training product         | <p><u>Entry Requirements</u></p> <p>Prior to enrolling in this training program, learners must complete a suitability process.</p>   |
| Training Product Location/s           | The training resources used for this program are available through <a href="http://www.catapult-elearning.com">www.catapult-elearning.com</a> , TasTAFE e-learning platform and O:\PostYear10\Statewide team drive.  |
| Licensing                             | N.A.   |
| RTO Number                            | 60142  |
| CRICOS Registration                   | N.A.   |
| Transitioning Arrangements            | <p>The Education Manager or Division Manager subscribes to the <a href="#">following</a> email updates to ensure the RTO is advised of any changes to the Training Product:</p> <p><input checked="checked" type="checkbox"/> ASQA <span style="margin-left: 150px;"><input checked="checked" type="checkbox"/> Industry Skills Council Newsletters</span></p> <p><input checked="checked" type="checkbox"/> training.gov.au <span style="margin-left: 150px;"><input type="checkbox"/> Other</span><br/><a href="#">Click here to enter text.</a></p> <p>When there is a change to the Training Product that impacts on this TAS, the Education Manager or Division Manager will notify all staff affected as soon as possible.</p> <p>The RTO complies with clauses 1.26 &amp; 1.27 of the <i>Standards for RTOs 2015</i>. When there are major changes to the Training Product, the 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 Education Manager or Division Manager.</p> <p>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).</p> |

## Section 2: Learners and learning outcomes

|   |   |
|---|---|
| Learners                                  | <p>The <a href="#">target participants</a> for this training product are those people wishing to gain basic business skills to either enter the workforce or continue on to further study. These include Year 12 leavers, mature age participants and career changers.</p>  |
| Learning support                          | <p><u>General TasTAFE Support</u><br/>TasTAFE provides a range of support services including:</p> <ul style="list-style-type: none"> <li>• language, literacy and numeracy support;</li> <li>• disability support;</li> <li>• child care support;</li> <li>• financial advice;</li> <li>• Aboriginal and Torres Strait Islander support.</li> </ul> <p>• Further information is available in the Student Handbook, Student Information Brochure and the TasTAFE website.</p> <p><u>Specific Support available for this group of Learners</u><br/>Participants can organise to meet with their facilitator on a one-to-one basis for additional support, plus email and phone contact is also provided.</p>  |
| <a href="#">Training Product Outcomes</a> | <p><u>Employment Pathways</u><br/>Employment may include, but not limited to, basic entry level office work, retail, reception and other customer service opportunities</p> <p><u>Further Study Pathways</u><br/>Participants may progress to BSB30115 Certificate III in Business or BSB30415 Certificate III in Business Administration.</p> <p><u>Entry and Exit into Training Product</u><br/>Participants will be offered the opportunity for recognition of prior learning during the enrolment process. If a student does not complete the full qualification, but has successfully achieved a number of units, a Statement of Attainment will be issued upon request by the student, indicating that they do not plan to complete the full qualification.</p> <p><u>Additional accredited outcomes</u><br/>There are no additional accredited outcomes.</p> |

## Section 3: Training Product Design

|   |   |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
|---|---|---|--|---|--|---|--|--|--|---|--|---|--|--|--|-----------------------------------|--|--|--|
| Recognition   | <p>Learners are able to have their competency from prior learning and work experience recognised in this qualification through the <a href="#">following arrangements</a>:</p> <ul style="list-style-type: none"> <li>For students who have commenced the superseded BSB20112 Certificate II in Business but have not completed, Credit Transfer for those units which are equivalent will be provided to transition into BSB20115.</li> <li>Students can also pursue recognition by providing the teacher with the relevant evidence requirements.</li> </ul>  |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| AQF Volume of learning  | <p>AQF volume of learning indicators<br/>(Note these indicators are considered to be a starting point and many factors can affect the amount of training required).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Certificate I<br/>0.5 –1.0 year<br/>600–1200 hours</td> <td style="padding: 5px;">Certificate II<br/>0.5–1.0 year<br/>600–1200 hours</td> <td style="padding: 5px;">Certificate III *<br/>1.0–2.0 years<br/>1200–2400 hours</td> <td style="padding: 5px;">Certificate IV **<br/>0.5–2.0 years<br/>600–2400 hours</td> <td style="padding: 5px;">Diploma<br/>1.0–2.0 years<br/>1200–2400 hours</td> <td style="padding: 5px;">Advanced Diploma<br/>1.5 – 2.0 years<br/>1800 – 2400 hours</td> </tr> </table> <p>* 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.</p> <p>** Certificate IV qualifications are often either:</p> <ul style="list-style-type: none"> <li>Shorter duration specialist qualifications that build on existing skills and knowledge</li> <li>Longer duration qualifications that are designed as entry level requirements for specific work roles.</li> </ul>   | Certificate I<br>0.5 –1.0 year<br>600–1200 hours      | Certificate II<br>0.5–1.0 year<br>600–1200 hours   | Certificate III *<br>1.0–2.0 years<br>1200–2400 hours | Certificate IV **<br>0.5–2.0 years<br>600–2400 hours     | Diploma<br>1.0–2.0 years<br>1200–2400 hours   | Advanced Diploma<br>1.5 – 2.0 years<br>1800 – 2400 hours |  |  |   |  |   |  |  |  |                                   |  |  |  |
| Certificate I<br>0.5 –1.0 year<br>600–1200 hours  | Certificate II<br>0.5–1.0 year<br>600–1200 hours  | Certificate III *<br>1.0–2.0 years<br>1200–2400 hours | Certificate IV **<br>0.5–2.0 years<br>600–2400 hours   | Diploma<br>1.0–2.0 years<br>1200–2400 hours           | Advanced Diploma<br>1.5 – 2.0 years<br>1800 – 2400 hours |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| Duration and Amount of Training   | <p>The Volume of Learning for a Certificate II in Business is 600 – 1200 hours. As a component of this, the amount of training provided in this instance through program delivery is:</p> <ul style="list-style-type: none"> <li>600 - 1200 hours of independent online study monitored by a teacher, who will provide individual support as required by the student,<br/>Or a combination of teacher facilitated learning and independent online study,<br/>Or classroom based teacher facilitated learning.</li> <li>Negotiated individual or group study support sessions are available with a teacher depending on the needs of the participant/s.</li> </ul> <p>Participants who wish to complete the qualification within 6 months will be required to study at least 30 hours per week. Participants with existing underpinning skills and knowledge may complete the qualification within a shorter timeframe based on their application to achieving completion of the required learning and assessments.</p> <p>Participants who study part-time may complete the qualification over 1-2 years.</p>   |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| Training delivery   | <p>For details on training activity, refer to the <i>Training and Assessment Sequencing Plan</i> included as Appendix I of this TAS.</p> <p><b><u>Delivery Mode</u></b></p> <table style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Face-to-Face</td> <td><input type="checkbox"/> On-the-job (indicate number of days/hours/weeks <a href="#">Click here to enter text.</a>)</td> </tr> <tr> <td><input checked="" type="checkbox"/> Online</td> <td><input type="checkbox"/> Self-paced</td> </tr> <tr> <td><input checked="" type="checkbox"/> <a href="#">Combination</a><br/>Online and teacher supported study</td> <td><input type="checkbox"/> <a href="#">Other</a></td> </tr> </table> <p><b><u>Delivery Methods</u></b></p> <table style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Lectures/presentations</td> <td><input type="checkbox"/> Simulated environment</td> <td><input type="checkbox"/> Demonstrations</td> </tr> <tr> <td><input type="checkbox"/> Research activities</td> <td><input type="checkbox"/> Group projects</td> <td><input checked="" type="checkbox"/> Online</td> </tr> <tr> <td><input type="checkbox"/> Print-based learning material</td> <td><input type="checkbox"/> Video/Webinar</td> <td><input type="checkbox"/> Seminars</td> </tr> <tr> <td><input type="checkbox"/> Individual projects</td> <td><input type="checkbox"/> <a href="#">Other</a> <a href="#">Click here to enter text.</a></td> <td></td> </tr> </table> | <input checked="" type="checkbox"/> Face-to-Face      | <input type="checkbox"/> On-the-job (indicate number of days/hours/weeks <a href="#">Click here to enter text.</a> ) | <input checked="" type="checkbox"/> Online            | <input type="checkbox"/> Self-paced                      | <input checked="" type="checkbox"/> <a href="#">Combination</a><br>Online and teacher supported study | <input type="checkbox"/> <a href="#">Other</a>           | <input checked="" type="checkbox"/> Lectures/presentations | <input type="checkbox"/> Simulated environment | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Research activities | <input type="checkbox"/> Group projects | <input checked="" type="checkbox"/> Online | <input type="checkbox"/> Print-based learning material | <input type="checkbox"/> Video/Webinar | <input type="checkbox"/> Seminars | <input type="checkbox"/> Individual projects | <input type="checkbox"/> <a href="#">Other</a> <a href="#">Click here to enter text.</a> |  |
| <input checked="" type="checkbox"/> Face-to-Face  | <input type="checkbox"/> On-the-job (indicate number of days/hours/weeks <a href="#">Click here to enter text.</a> )  |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input checked="" type="checkbox"/> Online  | <input type="checkbox"/> Self-paced   |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input checked="" type="checkbox"/> <a href="#">Combination</a><br>Online and teacher supported study | <input type="checkbox"/> <a href="#">Other</a>  |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input checked="" type="checkbox"/> Lectures/presentations  | <input type="checkbox"/> Simulated environment  | <input type="checkbox"/> Demonstrations               |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input type="checkbox"/> Research activities  | <input type="checkbox"/> Group projects   | <input checked="" type="checkbox"/> Online            |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input type="checkbox"/> Print-based learning material  | <input type="checkbox"/> Video/Webinar  | <input type="checkbox"/> Seminars                     |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |
| <input type="checkbox"/> Individual projects  | <input type="checkbox"/> <a href="#">Other</a> <a href="#">Click here to enter text.</a>  |   |  |   |  |   |  |  |  |   |  |   |  |  |  |                                   |  |  |  |

|  |  |   |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
|--|--|---|--|---|-----------------------------------|--|---------------------------------------|--|------------------------------------|--|---------------------------------|--|--|
|  | <p><u>Learning Resources</u><br/>Refer to the <i>Resource and Equipment Checklist</i> included as Appendix 2 of this TAS.</p>  |   |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
| <u>Assessment</u>                              | <p>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.</p> <p>All assessments for this training program comply with the assessment requirements of the BSB Training Package and in accordance with the Principles of Assessment and Rules of Evidence.</p> <p>For details on assessment activity, refer to the <i>Training and Assessment Sequencing Plan</i> included as Appendix 1 of this TAS.</p> <p><u>Assessment Methods</u></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Observation</td> <td><input checked="" type="checkbox"/> Assessment Tasks</td> <td><input checked="" type="checkbox"/> Questioning</td> </tr> <tr> <td><input type="checkbox"/> Projects</td> <td><input type="checkbox"/> Presentations</td> <td><input type="checkbox"/> Testimonials</td> </tr> <tr> <td><input type="checkbox"/> Simulated Environment</td> <td><input type="checkbox"/> Workplace</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other.</td> <td></td> <td></td> </tr> </table> <p><u>Assessment Resources</u><br/>Refer to the <i>Resource and Equipment Checklist</i> included as Appendix 2 of this TAS.</p> | <input type="checkbox"/> Observation            | <input checked="" type="checkbox"/> Assessment Tasks | <input checked="" type="checkbox"/> Questioning | <input type="checkbox"/> Projects | <input type="checkbox"/> Presentations | <input type="checkbox"/> Testimonials | <input type="checkbox"/> Simulated Environment | <input type="checkbox"/> Workplace |  | <input type="checkbox"/> Other. |  |  |
| <input type="checkbox"/> Observation           | <input checked="" type="checkbox"/> Assessment Tasks   | <input checked="" type="checkbox"/> Questioning |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
| <input type="checkbox"/> Projects              | <input type="checkbox"/> Presentations   | <input type="checkbox"/> Testimonials           |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
| <input type="checkbox"/> Simulated Environment | <input type="checkbox"/> Workplace   |   |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
| <input type="checkbox"/> Other.                |  |   |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |
| Assessment Validation                          | <p>Validation will occur in alignment with the policy and procedure for Assessment Validation as outlined in TasTAFE's Quality Assessment System (located on the intranet).</p> <p>Refer to the <a href="#">validation schedule</a> located on the team Statewide O: drive.</p>  |   |  |   |                                   |  |                                       |  |                                    |  |                                 |  |  |

## Section 4: Monitoring and Improvement

|                                 |  |
|---------------------------------|--|
| Key requirements                | Continuous improvement will occur through ongoing industry consultation, feedback from students, reflective practices by teachers and updates from the the ISC.  |
| Feedback and associated actions | <p>Feedback for this training program is collected through;</p> <ul style="list-style-type: none"> <li>• Employer Questionnaire</li> <li>• Learner Questionnaire</li> <li>• Teaching team specific student feedback (end of unit / end of training product delivery) as outlined in TasTAFE's Quality Management System (located on the intranet).</li> </ul> <p>Feedback is collected, analysed and actioned. Identified actions are documented in teaching team's <i>Continuous Improvement Plans</i>. The TasTAFE <i>Continuous Improvement Policy and Guide</i> are located on the TasTAFE Intranet.</p> |

## Section 5: Human and Physical Resources

|   |  |  |   |   |                                   |
|---|--|--|---|---|-----------------------------------|
| Human Resources                             | <p>All trainers and assessors must meet the training and assessment and vocational requirements specified in the <i>Standards for Registered Training Organisations 2015</i>.</p> <p>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 Education Manager's files.</p>  |  |   |   |                                   |
|   | <a href="#"><u>Trainer(s)/Assessor(s) delivering this program</u></a>  | Training and Assessment Competencies held (TAE40110 or TAE40114) | Enterprise and Assessor Skill Sets held (required 1.1.2016) | Vocational Competencies and Currency verified | Professional Development verified |
|   | Name of trainer/assessor   | Yes/no   | Yes/no  | Yes/no  | Yes/no                            |
|   | Kim Peisker  | Yes  |   | Yes   | Yes                               |
|   | Margo MacDonald  | Yes  |   | Yes   |                                   |
|   | Mary Gaetani   | Yes  |   | Yes   | Yes                               |
|   | Jenny Phelps   | Yes  |   | Yes   | Yes                               |
|   |  |  |   |   |                                   |
|   |  |  |   |   |                                   |
| <a href="#"><u>Partnering Agreement</u></a> | N.A.   |  |   |   |                                   |
| Physical Resources and equipment            | <p>As part of TasTAFE's program planning and development processes, teaching teams undertake a review of all required resources/equipment and facilities. This process ensures that required resources and equipment have been identified and will be available to deliver selected units.</p> <p>The resources and equipment identified for this training product are listed in the <i>Qualification/Course Resource and Equipment Checklist</i> as Appendix 2 of this TAS.</p> <p>Students are advised prior to enrolment of the resources required.</p> |  |   |   |                                   |

## Section 6: Responsible Parties and Contact Details

|          |                            |          |                             |
|----------|----------------------------|----------|-----------------------------|
| Division | Human, Health and Business | Team and | Business Administration and |
|----------|----------------------------|----------|-----------------------------|

|                   |                  |                         |  |
|-------------------|------------------|-------------------------|--|
|                   | Services         | Region                  | Management NNW and TAE Statewide   |
| Division Manager  | Brendan Holland  | Contact phone and email | m 0428 656 549<br>Brendan.Holland@tastafe.tas.edu.au   |
| Education Manager | Aileen Powell    | Contact phone and email | 64784253<br><a href="mailto:Aileen.powell@tastafe.tas.edu.au">Aileen.powell@tastafe.tas.edu.au</a> |
| Education Manager | David Gutteridge | Contact phone and email | 61 655731<br>David.gutteridge@tastafe.tas.edu.au   |

## Section 7: Version Control

|                         |  |  |
|-------------------------|--|--|
| Strategy version number | Version number of strategy last approved (where applicable):                       | Previous strategy was for BSB20112 – BSB Release 1.2 |
|                         | Version number for this strategy – new (V1.0) or update (increment as appropriate) | Version 2 – BSB Release 2                            |
| Date of next review:    |  | July 2016  |

### Appendix I - Launceston

Timetable for Semester I 2016

|                  | 9.00-12.00                                      | 1.00-4.00                |
|------------------|---|--------------------------|
| <b>Tuesday</b>   | Sustainability/Work Effectiveness<br>(MG) AI-25 | Technology<br>(MM) AI-25 |
| <b>Wednesday</b> | WHS/Communication<br>(MG) AI-25                 |                          |
| <b>Thursday</b>  | Finance/Information Management<br>(JP) AI-25    |                          |



### BSB30115 Certificate II in Business on Campus

#### Sustainability/Work effectiveness and WHS/Communication timetable 2016 – Mary Gaetani

| Month   | Dates | Item                          | Week | Tuesday<br>9 am - 12 pm           | Wednesday<br>9 am – 12 pm         |
|---------|-------|-------------------------------|------|-----------------------------------|-----------------------------------|
| Feb     | 8-10  | Start semester<br>1           | 1    | Communicate in<br>the workplace   | Organise daily work<br>activities |
|         | 15-17 |                               | 2    | Communicate in<br>the workplace   | Organise daily work<br>activities |
|         | 22-24 | Launceston<br>Cup Wed<br>24/2 | 3    | Communicate in<br>the workplace   | Organise daily work<br>activities |
| Feb/Mar | 29-1  |                               | 4    | Communicate in<br>the workplace   | Organise daily work<br>activities |
|         | 7-9   |                               | 5    | Communicate in<br>the workplace   | Organise daily work<br>activities |
|         | 14-16 |                               | 6    | Communicate in<br>the workplace   | Work effectively in<br>business   |
|         | 21-23 |                               | 7    | Deliver a service<br>to customers | Work effectively<br>In business   |
| April   | 4-6   | Holiday break<br>11-22 April  | 8    | Deliver a service<br>to customers | Work effectively in<br>business   |
|         | 25-27 |                               | 9    | Deliver a service<br>to customers | Work effectively in<br>business   |
| May     | 2-4   |                               | 10   | Deliver a service<br>to customers | Work effectively in<br>business   |
|         | 9-11  |                               | 11   | Deliver a service<br>to customers | Work effectively in<br>business   |
|         | 16-18 |                               | 12   | Deliver a service<br>to customers | Environmentally<br>sustainable    |

|          |       |                 |    |                                 |                                       |
|----------|-------|-----------------|----|---------------------------------|---------------------------------------|
|          |       |                 |    |                                 | practices                             |
|          | 23-25 |                 | 13 | Contribute to health and safety | Environmentally sustainable practices |
| May/June | 30-1  |                 | 14 | Contribute to health and safety | Environmentally sustainable practices |
|          | 6-8   |                 | 15 | Contribute to health and safety | Environmentally sustainable practices |
|          | 13-15 |                 | 16 | Contribute to health and safety | Environmentally sustainable practices |
|          | 20-22 |                 | 17 | Contribute to health and safety | Environmentally sustainable practices |
|          | 27-29 | End of semester | 18 | Resubmission of assessments     | Resubmission of assessments           |

| Week | Study program  | Assessments due: |
|------|--|------------------|
| 1    | <p><b>Unit covered</b><br/>Communicate in the workplace</p> <p><b>Session overview</b><br/>Sources of information. Use methods and equipment to communicate – telephone calls. Complete formative activities 1 – 2.</p>    |                  |
| 1    | <p><b>Unit covered</b><br/>Organise and complete daily work activities</p> <p><b>Session overview</b><br/>Work goals and plans. Relationship between individual and organisation work goals and plans. Research for an</p> |                  |

|   |   |  |
|---|---|--|
|   | organisations mission statement. Complete formative activities 1 – 2. Summative assessment I question 2.  |  |
| 2 | <p><b>Unit covered</b><br/>Communicate in the workplace</p> <p><b>Session overview</b><br/>Channels of communication. Effective speaking and listening skills. Questioning. Empathy. Vote for top speaking and listening tips. Barriers to listening. Complete activities 3 – 5 and summative assessment I questions 1 and 4.</p> |  |
| 2 | <p><b>Unit covered</b><br/>Organise and complete daily work activities</p> <p><b>Session overview</b><br/>Plan and prioritise workload within timeframes. Complete formative assessment activity 3.</p>   |  |
| 3 | <p><b>Unit covered</b><br/>Communicate in the workplace</p> <p><b>Session overview</b><br/>Written communication and workplace documents. Steps in writing. How to write in plain English. Policies, privacy and copyright law. Complete formative assessment activities 6 – 8.</p>   |  |
| 3 | <p><b>Unit covered</b><br/>Organise and complete daily work activities</p> <p><b>Session overview</b><br/>Completing work tasks – organisational requirements – policies and procedures. Seeking assistance. Communicate progress. Formative assessment activities 4 – 7. Summative assessment I question 1, 3 and 4.</p>         | <p><b>Summative assessment I</b> questions 1 - 4</p> |
| 4 | <p><b>Unit covered</b><br/>Communicate in the workplace</p>   |  |

|   |  |   |
|---|--|---|
|   | <p><b>Session overview</b><br/>Writing and completing forms, letters, memos and emails – practice exercises. Complete summative assessment 1 questions 2 – 5.</p>  |   |
| 4 | <p><b>Unit covered</b><br/>Organise and complete daily work activities</p> <p><b>Session overview</b><br/>Seeking feedback. Monitoring and adjusting your work. Identify and plan opportunities for improvement. Complete formative assessment activities 8 – 9.</p> | <p><b>Formative assessment</b><br/>Activities 1 – 9</p>   |
| 5 | <p><b>Unit covered</b><br/>Communicate in the workplace</p> <p><b>Session overview</b><br/>Responding positively to individual differences. Legislative requirements. Overcoming language barriers. Complete formative activities 9 – 13.</p>                        | <p><b>Formative assessment</b><br/>activities 1 – 13 and<br/><b>Summative assessment 1</b> questions 1 – 5.</p> |
| 5 | <p><b>Unit covered</b><br/>Organise and complete daily work activities</p> <p><b>Session overview</b><br/>Complete summative assessment 2 – final assessment project.</p>  | <p><b>Summative assessment 2 – final assessment</b><br/>Project 1</p>   |
| 6 | <p><b>Unit covered</b><br/>Communicate in the workplace</p> <p><b>Session overview</b><br/>Complete summative assessment 2 – project.</p>  | <p><b>Summative assessment 2 – final assessment</b><br/>Project 1</p>   |
| 6 | <p><b>Unit covered</b><br/>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Organisational requirements and responsibilities – job description. Seek advice. Complete formative assessment activities 1 – 2.</p>                        |   |

|   |  |  |
|---|--|--|
| 7 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Greet and establish rapport with customers. Personal presentation. Formative assessment activities 1 – 5 and summative assessment 1 question 1.</p>                       |  |
| 7 | <p><b>Unit covered</b><br/>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Legal responsibilities. Roles and responsibilities of colleagues and supervisors. Complete summative assessment 1 questions 1 – 4.</p>                        | <p><b>Summative assessment 1</b> Questions 1 - 4</p> |
| 8 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Identify customer needs using questioning and active listening. Seek assistance. Formative assessment activities 6 – 9 and summative assessment 1 question 2.</p>         |  |
| 8 | <p><b>Unit covered</b><br/>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Organisational standards and values detrimental to organisation. Contribute to a safe work environment. Complete formative assessment activities 5 and 6.</p> |  |
| 9 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Provide customer service. Communicate with customers. Complete formative assessment activities 10 – 12.</p>   |  |
| 9 | <p><b>Unit covered</b></p>   |  |

|    |   |  |
|----|---|--|
|    | <p>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Working in a team – communication and behaviour. Completing tasks. Complete formative assessment activities 7 – 11.</p>  |  |
| 10 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Identify opportunities for improvements. Customer feedback. Complete formative assessment activities 13 – 15 and summative assessment questions 3 and 4.</p>                                 |  |
| 10 | <p><b>Unit covered</b><br/>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Effective work habits. Appropriate dress and behaviour. Complete formative assessment activities 12 – 14.</p>  | <b>Formative assessment</b><br>activities 1 – 14.  |
| 11 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Managing customers unmet needs. The law (The Competition and Consumer Act) and customer service. Complete formative assessment activities 16 – 17 and summative assessment 1 question 5.</p> | <b>Formative assessment</b><br>activities 1 – 17 and<br><b>Summative assessment</b> questions 1 – 5. |
| 11 | <p><b>Unit covered</b><br/>Work effectively in a business environment</p> <p><b>Session overview</b><br/>Complete summative assessment 2 – project 1.</p>   | <b>Summative assessment 2 – final assessment</b><br>Project 1  |
| 12 | <p><b>Unit covered</b><br/>Deliver a service to customers</p> <p><b>Session overview</b><br/>Complete summative assessment 2 – final assessment –</p>   | <b>Summative assessment 2 – final assessment</b><br>Project 1  |

|    |   |  |
|----|---|--|
|    | project 1.  |  |
| 12 | <p><b>Unit covered</b><br/>Participate in environmentally sustainable work practices</p> <p><b>Session overview</b><br/>Workplace environmental and resource efficiency issues. Measure and document current usage. Complete formative assessment activities 1 – 2 and summative assessment 1 question 6 – 7.</p> |  |
| 13 | <p><b>Unit covered</b><br/>Contribute to health and safety of self and others</p> <p><b>Session overview</b><br/>Follow safety procedures when working and responding to emergencies. Complete formative assessment activities 1 – 3 and summative assessment 1 questions 1 – 2.</p>                              |  |
| 13 | <p><b>Unit covered</b><br/>Participate in environmentally sustainable work practices</p> <p><b>Session overview</b><br/>Record and file documentation measuring current usage. Report environmental hazards. Complete formative assessment activities 3 – 4 and summative assessment 1 question 1.</p>            |  |
| 14 | <p><b>Unit covered</b><br/>Contribute to health and safety of self and others</p> <p><b>Session overview</b><br/>Identify designated persons to raise queries and concerns with. Identify, report and record hazards. Outline responsibilities of workers. Complete</p>   | <p><b>Summative assessment 1</b> questions 1 - 7</p> |

|    |  |  |
|----|--|--|
|    | formative assessment activities 4 – 6 and summative assessment I questions 3 – 7.  |  |
| 14 | <p><b>Unit covered</b><br/>Participate in environmentally sustainable work practices</p> <p><b>Session overview</b><br/>Comply with environmental regulations. Complete formative assessment activity 5 and summative assessment I questions 2 – 5.</p>  | <p><b>Summative assessment I</b><br/>questions 1 – 5</p> |
| 15 | <p><b>Unit covered</b><br/>Contribute to health and safety of self and others</p> <p><b>Session overview</b><br/>Outline responsibilities of duty holders. Identify and report emergency incidents. Complete formative assessment activities 7 – 8.</p>  |  |
| 15 | <p><b>Unit covered</b><br/>Participate in environmentally sustainable work practices</p> <p><b>Session overview</b><br/>Improving environmental work practices. Complete formative assessment activities 6 – 8.</p>  | <p><b>Formative assessment</b><br/>activities 1 – 8.</p> |
| 16 | <p><b>Unit covered</b><br/>Contribute to health and safety of self and others</p> <p><b>Session overview</b><br/>Participate in workplace meetings, inspections and other consultative activities. Raise WHS issues and take action to eliminate hazards and risks. Complete formative assessment activities 9 – 10.</p> | <p><b>Formative assessment</b><br/>activities 1 - 10</p> |
| 16 | <p><b>Unit covered</b><br/>Participate in environmentally sustainable work practices</p>   |  |



|    |   |   |
|----|---|---|
|    | <b>Session overview</b><br>Work on summative assessment 2 – project 1.  |   |
| 17 | <b>Unit covered</b><br>Contribute to health and safety of self and others<br><b>Session overview</b><br>Complete summative assessment 2 – project 1.        | <b>Summative assessment 2 – final assessment</b><br>Project 1 |
| 17 | <b>Unit covered</b><br>Participate in environmentally sustainable work practices<br><b>Session overview</b><br>Complete summative assessment 2 – project 1. | <b>Summative assessment 2 – final assessment</b> Project 1    |
| 18 | <b>Resubmission of assessments</b>  |   |
| 18 | <b>Resubmission of assessments</b>  |   |

# BSB20115 Certificate II in Business OnCampus

TLIP2029A Prepare and process financial documents  
 BSBINM201 Process and maintain workplace information  
 BSBINM202 Handle mail

### *Study Schedule (Jenny Phelps)*

| Week                                   | Date                      | Work Schedule   |
|--|---------------------------|---|
| Week 1                                 | 11 <sup>th</sup> February | Introduction to financial source documents, cash control, banking, petty cash, information management and incoming and outgoing mail. |
| Week 2                                 | 18 <sup>th</sup> February | Accounts payable documents  |
| Week 3                                 | 25 <sup>th</sup> February | Accounts receivable documents   |
| Week 4                                 | 3 <sup>rd</sup> March     | Cash control and banking  |
| Week 5                                 | 10 <sup>th</sup> March    | Petty cash  |
| Week 6                                 | 17 <sup>th</sup> March    | Assignment  |
| Week 7                                 | 24 <sup>th</sup> March    | <b>Final Assessment - Prepare and process financial documents</b>   |
| <b>EASTER</b>                          |                           |   |
| Week 8                                 | 7 <sup>th</sup> April     | Collect information   |
| <b>FIRST TERM SCHOOL HOLIDAY BREAK</b> |                           |   |

|         |                        |  |
|---------|------------------------|--|
| Week 9  | 28 <sup>th</sup> April | Process workplace information                            |
| Week 10 | 5 <sup>th</sup> May    | Maintain information systems                             |
| Week 11 | 12 <sup>th</sup> May   | Assignment   |
| Week 12 | 19 <sup>th</sup> May   | <b>Final Assessment – Maintain workplace information</b> |
| Week 13 | 26 <sup>th</sup> May   | Receive and distribute incoming mail                     |
| Week 14 | 2 <sup>nd</sup> June   | Collect and despatch outgoing mail                       |
| Week 15 | 9 <sup>th</sup> June   | Organise urgent and same day deliveries                  |
| Week 16 | 16 <sup>th</sup> June  | Assignment   |
| Week 17 | 23 <sup>rd</sup> June  | <b>Final Assessment – Handle mail</b>                    |
| Week 18 | 30 <sup>th</sup> June  | Assessment corrections                                   |

### Appendix A – Online Statewide

| <b>Training and Assessment Sequencing Plan</b>  |   |   |
|---|---|---|
| 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.  |   |   |
| <b>Week, Day or Date</b>  | <b>Training Activity including details of relevant units</b>  | <b>Assessment Activity</b>  |
| Flexibly delivery and study options will create different training plans for each student, based on individual requirements and timing of initial enrolment.  |   |   |
| Enrolments in Stages are available throughout the year – Stages are also flexible and can be adjusted for individual students – so this sequencing plan is designed to offer units in clusters (Stages) with progression through the Stages as Assessments for the units are completed – for a student who has sufficient time to manage nominal hours offered for the qualification. |   |   |
| Stage 1   | BSBWHS201 Contribute to health and safety of self and others<br>BSBWOR202 Organise and complete daily work activities | On flexible completion of learning tasks & activities applicable to the unit, Assessments are available.<br><br>Upon enrolment and throughout the course timelines, Students are advised that all learning and Assessments must be completed by 1 <sup>st</sup> December 2016.<br><br>Due to the course being offered on a flexible basis, each student will have a different timeline to reach Assessment, based on their study time and capabilities. |
| Stage 2   | BSBITU201 Produce simple word processed documents<br>BSBCMM201 Communicate in the Workplace                           |   |
| Stage 3   | BSBIND201 Work effectively in a business environment<br>BSBINM201 Process and maintain workplace information          |   |
| Stage 4   | BSBINM202 Handle mail<br>BSBCUS201 Deliver a service to customers   |   |
| Stage 5   | BSBITU202 Create and use spreadsheets (or on completion of BSBITU201A)  |   |
| Stage 6   | BSBITU203 Communicate Electronically<br>TLIP2029A Prepare and process Financial Documents                             |   |
| Stage 7   | BSBSUS201 Participate in environmentally sustainable work practices   |   |

### Appendix B – Resources and Equipment Checklist for: BSB20115 – Certificate II Business Statewide Online 2016

#### Students require:

- Personal computer and internet connection
- Personal email address
- Access to the Microsoft Office suite of programs – version 2013
- USB memory stick

| Unit      | Unit Name   | Resource  | Availability   |
|-----------|---|---|--|
| BSBWHS201 | Contribute to health and safety of self and others        | Accessed through student access from TasTAFE Fronter to Catapult E learning – Online learning resource, tasks, activities & assessment.                                       | <p>All Unit Resources are Accessed through TasTAFE Fronter:-</p> <p><a href="https://casas.tas.edu.au/vle/index.phtml">https://casas.tas.edu.au/vle/index.phtml</a> with student log in provided on enrolment into the relevant unit or units. Students are able to access the learning resources using their unique log in detail from time of enrolment until 27<sup>th</sup> November 2015 or until their enrolment is withdrawn – which ever date arrives first.</p> |
| BSBCMM201 | Communicate in the workplace                              |   |  |
| BSBCUS201 | Deliver a service to customers                            |   |  |
| BSBIND201 | Work Effectively in a business environment                |   |  |
| BSBINM201 | Process & maintain workplace information                  |   |  |
| BSBINM202 | Handle Mail   |   |  |
| BSBITU201 | Produce simple word processed documents                   | Student access to TasTAFE Moodle resources developed by Gay Walsh (Teacher) using Watsonia learning resources. – Online learning – tasks, quizzes, activities and assessment. |  |
| BSBITU202 | Create & use spreadsheets                                 | Accessed through student access from TasTAFE Fronter to Catapult E learning – Online learning resource, tasks, activities & assessment  |  |
| BSBITU203 | Communicate Electronically                                |   |  |
| BSBSUS201 | Participate in Environmentally Sustainable Work Practices |   |  |
| BSBWOR202 | Organise & Complete Daily Work Activities                 |   |  |
| TLIP2029A | Prepare & Process Financial Documents                     |   |  |

## Appendix 2 Resource and Equipment Checklist for: On Campus

**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).

|   |                                     |                              |  |  |
|---|-------------------------------------|------------------------------|--|--|
| <b>Qualification/Course:</b>  | BSB20115 Certificate II in Business |                              |  |  |
| <b>Resources/Equipment</b>  | <b>Campus (1)<br/>Launceston</b>    | <b>Campus (2)<br/>Hobart</b> |  |  |
| <b>Facilities (i.e. classroom, lab, studio, salon, nursery, restaurant, or virtual)</b>                           |                                     |                              |  |  |
| Classrooms  | ✓                                   | ✓                            |  |  |
| Computer Labs with current industry software and internet access, including the Microsoft Office suite            | ✓                                   | ✓                            |  |  |
| Campus Library  | ✓                                   | ✓                            |  |  |
| <b>Materials (i.e. training consumables, learning resources, assessment materials, learning centre resources)</b> |                                     |                              |  |  |
|   |                                     |                              |  |  |
| <b>Equipment (i.e. tools, machinery)</b>  |                                     |                              |  |  |
|   |                                     |                              |  |  |
| <b>Other Resources (i.e. workplaces, off campus facilities)</b>   |                                     |                              |  |  |
|   |                                     |                              |  |  |

**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.**

|  |                               |
|--|-------------------------------|
| <b>Date checklist completed:</b>                               | 14 <sup>th</sup> January 2016 |
| <b>Signed:</b>   | A M Powell                    |
| <b>Name and Position of person completing checklist:</b>       | Education Manager             |
| <b>Date next resource/equipment review will be undertaken:</b> | July 2016                     |