

Post-Compulsory Curriculum Analysis

Study Area Specification in
Agricultural and Horticultural Studies

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1.0 Introduction

Today, the scope of secondary, and post-compulsory education is broader than ever before. Students are presented with a variety of options include both traditional classroom based study, and a number of vocationally oriented options. This paper seeks to investigate one of these options, that is, the 'study area specification' in Agricultural and Horticultural Studies. It is based on an analysis of both relevant state and national policy and academic commentary, and through discussions with teachers and students directly involved in such a program of study.

The incorporation of vocational education and training (VET), whether through the specific delivery of units of competency and training packages, or through non-accredited vocationally oriented teaching, has greatly expanded the potential roles and responsibilities of the classroom teacher. While it is reasonable to expect schools generally, and teachers specifically, to be more engaging of the local community, the inclusion of vocational education and training within the school curriculum, not only benefits from it, but mandates it. Teachers are placed under industry scrutiny, and face additional review of their competencies through the relevant education departments. Students, too, must be accommodating of a different curriculum structure, assessment paradigm and qualification framework.

2.0 Benefits of Agricultural and Horticultural Studies

The benefits of the Study Area Specification in Agricultural and Horticultural Studies can be described in terms of the benefits it provides to both students and to the community, as well both the 'subject relevant' benefits and the broader benefits stemming from the flexibility qualifications such as these will provide a student in the longer term.

2.1 Benefits to the Student and Community

The benefits of this SAS are described in terms of the opportunities for which this program of study provides its students (QSA 2004). Students:

- gain an appreciation of agriculture or horticulture as a business, lifestyle or leisure pursuit
- gain an appreciation of the importance of sustainable agriculture or horticulture and the environment and have a concern for the welfare of plants and animals
- develop a skill base in relation to agricultural or horticultural practices and related industries
- become aware of industry-specific production requirements and routines
- develop a working knowledge of safety and its importance in rural industries
- develop self confidence, responsibility and initiative through first hand experience
- work cooperatively with others in a group and to take on a leadership role as the need arises
- learn how to communicate effectively

Here we see a combination of both industry specific and generic benefits to participants.

Here we can see positives in the development of industry relevant skills and knowledge, but we see no mention of direct connections being made between the successful completion of the course and subsequent participation within the industry. For example, we do not know whether the completion of this program does in fact result in better employment outcomes for these students, or whether it has set them on a more beneficial trajectory than perhaps another program or type of study may have taken them.

Clearly the community benefits when people gain qualifications that have provided them with both industry specific and generic skills that assist in their ability to gain employment or to participate more fully within that community (or preferably both). Again, in the absence of hard evidence it can only be assumed that this SAS does in

fact achieve these outcomes. However, generally speaking, research has clearly determined a number of benefits for both the participants and their communities.

Moran (1999) is in no doubt, as to the benefits. He identifies a recent study commissioned by Education Victoria which shows “overwhelmingly positive outcomes for nearly nine in ten VET students” with “only 10.9 per cent of the Year 12 leavers from VET in Schools programs ending up in part time work or unemployed” (p.9). Moran also identifies a far broader scope of VET programs, in that they do not simply provide skilled workers for a particular industry. The Education Victoria study also showed that “full use is being made of the VET in Schools programs by a range of users, from students who wish to access a university education to students who wish to enter the world of full-time work” (p.9). Hence the general conclusion as to the overall success of VET programs.

Moran further extends the scope of ‘benefits of VET’ to encompass benefits derived by the community (p.10). Business community involvement in VET programs and requisite community “ownership of school VET programs” are both beneficial (P.10). Moran identifies a review in Queensland that “commented that VET Schools brought schools in closer contact with the wider community” (p.10). While Moran talks largely of partnerships that are beneficial to the school, clearly the benefits of such relationships are mutual.

Spark (1999) has also identified a range of benefits to both students, teachers and industry participants. Spark has identified that benefits can come in the form of outcomes and through positive experiences within the programs. That is, VET programs are beneficial as they provide a positive environment, where students learn different skills, may be offered a job, achieve a clearly defined list of competencies, are treated more like adults, and learn to better work with other people (p.4).

For teachers Spark identifies seven benefits (pp.4-5). They are:

1. Teaching VET is professionally rewarding and provides upskilling and multi-skilling of teacher’s talents.
2. Teachers develop qualitatively different teaching approaches to suit the students and the curriculum.

3. The students are motivated, and hence, behaviour management is a lesser requirement.
4. The students' increased maturity is of great benefit in general education
5. Teachers have the opportunity to keep in touch with the world of commerce and industry
6. VET is relevant to future employment
7. Teachers become more VET literate and hence improve employability.

The industry benefits are clear and well known. Essentially a “pool of student” is created “who are work ready with the right skills and training for the particular industry (Spark 1999, p.5). In addition to this, industry can ‘give back’ to society whilst still profiting from the mutually beneficial arrangement.

So in this instance, the students develop skills in the areas of agriculture and horticulture, thus aided their subsequent employment or study in that field. These students will enjoy working in this industry relevant field and hence benefit from this positive attitude. For their teachers, they too will develop their skills and knowledge in the field, whilst being involved in and making connections in that industry. They will enjoy teaching a motivated and well behaved class. The agriculture and horticulture industries gain in a mutually beneficial way, through being able to tap into a supply of skilled potential employees whilst offering the expertise in contributing to that pool through training.

3.0 Roles and Responsibilities of Teachers

The requirements for the delivery of study area specifications are clearly described within federally compliant Education Queensland policy. A hierarchy of continual auditing and assessment of the programs being delivered is firmly installed. Teachers are responsible both within their own school structure (to the relevant heads of department, and ultimately the principal) and to both Education Queensland and the profession for which they are (effectively) delivering vocational training.

In order to deliver ‘Training Packages’ within SAS ‘Strands’ that result in the attainment of ‘Certificate I or II’ qualifications, schools must gain recognition as ‘Registered Training Organisations’, and hence comply with the ‘Standards’ within the ‘Australian Quality Training Framework’, as determined by the ‘Australian National Training Authority’. And it is these standards that, in large, determine the roles and responsibilities of teachers in the delivery of the components of the Study Area Specification in Agriculture and Horticulture.

The Queensland Studies Authority has “a delegation under the Training and Employment Act (2000) to accredit courses and register schools, generally to Australian Qualifications Framework certificate II level” (QSA 2002a, p.iii). The QSA have developed an AQTF Quality Manual (QSA 2002a), based upon the AQTF Standards for Registered Training Organisations. Registered schools customise this ‘template policy’. Not only must schools be compliant with this policy, they must also keep documentary proof of compliance for subsequent auditing, which is also conducted by the QSA under delegated authority of ANTA.

3.1 Teacher Qualities and Responsibilities

It is against the standards included in the QSA ‘AQTF Quality Manual’ that teacher qualities are measured. The QSA have assisted schools and their teachers in identifying the requisite qualities needed in the development of a number of proformas. These include a ‘Staffing Matrix Form’ (Appendix A) (QSA 2002b), a ‘Staff Profile Form’ (Appendix B) (QSA 2002c) and a ‘Human Resource Checklist’ (Appendix B) (QSA 2002d). The following requirements have been extracted as

being relevant to the case at hand [as well as pertaining to my own eligibility to teaching this area].

The teacher must satisfy three requirements: Teaching qualifications and skills, vocational competencies and knowledge of current industry practices. In addition to a recognised teaching qualification, the teacher must confirm eligibility against a range of indicators. These are:

- interpreted competency standards and training packages
- developed contextualised learning /assessment strategies
- developed learning materials
- developed assessment tools
- reviewed/evaluated assessment processes
- a knowledge of current VET context
- a knowledge of competency based assessment
- a knowledge of training packages
- undertaken an induction procedure at your school if you are a ‘new’ teacher to VET

The exact mix and weighting of these possible indicators is determined by the individual schools, or persons within them managing the VET programs.

In addition to these pedagogical and program criteria, the teacher must demonstrate “relevant vocational competencies, or demonstrated competencies, at least to the level being assessed” (QSA 2002d). The teachers requires:

- verified qualifications (same as the competencies being delivered)
- verified comparable qualifications/courses (mapped to the competencies being delivered)
- work history in the relevant or related industry (mapped to the competencies being delivered)

Again, the exact mix and weighting of these possible indicators is determined by the individual schools, or persons within them managing the VET programs.

Finally, teachers must possess a “knowledge of current industry practices” as evidenced by some of the following (QSA 2002d):

- undertaken work placement
- undertaken site visits
- invited industry people to your classroom
- attended relevant workshops, seminars, etc
- visited students on work experience, and talked with industry people
- been an active member of professional, trade or technical associations
- participated in professional/network meetings
- organised and participated in school excursions
- been mentored by an expert (or work shadowing)

- read professional journals, website information, etc
- developed skills or knowledge, relevant to the competencies, through personal experiences
- developed skills or knowledge, relevant to the competencies, through extra curricula activities
- an involvement in your own or a family business

In additional to these categories of experience/skills, there are statutory controls over the delivery of specific units of competency, especially in relation to the use of chemicals and the control of weeds (QSA 2002e).

3.2 Course Delivery and Assessment

It is immediately obvious, from these lengthy ‘checklists’ that the requirements upon teachers are very detailed (exhaustive) and place great weight on both skills in the delivery of the lesson and knowledge of the underlying framework, and upon professional knowledge and involvement.

For a ‘traditional’ secondary teachers, these linkages between the classroom content and the workplace may not be familiar. Perhaps much can be learned from this system, in that the teacher should take greater responsibility for the delivery of material that is both engaging, inclusive and relevant for all students, whether they intended to progress to formal post secondary education or enter the workforce. These linkages between the ‘real world’ and the material being delivered are important regardless, as this contextualisation will assist understanding and retention.

The delivery of the course, as above, is governed by the AQTF Standards for Registered Training Organisations, as described within the school’s AQTF Quality Manual. Standard 6 governs the schools provision of “access and equity and client services” (QSA 2002a, p.15). Schools must provide information and induction on:

- student selection, enrolment and induction/orientation procedures
- course information, including content and vocational outcomes
- fees and charges, including refund policy and exemptions (where applicable)
- provision for language, literacy and numeracy assessment
- student support, welfare and guidance services (standard 6.2)
- flexible learning and assessment procedures
- appeals, complaints and grievance procedures
- disciplinary procedures
- staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Mutual Recognition (standard 5.2).

The actual pedagogies employed in the delivery of the lesson, or the precise structure of each of the VET or vocational learning strands within the SAS, are not as precisely governed. Standard 9 requires that “delivery and assessment strategies will be developed for each qualification that is delivered and assessed. These strategies will be developed in consultation with industry and will be validated through the internal review procedures” (QSA 2002a, p.15). However, it is necessary to turn to the original standards document to ascertain the full requirements regarding delivery and assessment (ANTA 2001a).

- The RTO identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.
- The RTO must develop and implement strategies for training delivery and assessment for each Training Package qualification and accredited course within the RTO’s scope of registration*.
- The assessment strategies referred to in Standard 9.1 a, must be developed in consultation with enterprises/industry.
- The delivery and assessment strategies referred to in Standard 9.1 a should identify proposed target groups, delivery and assessment modes and strategies, assessment validation processes and pathways.
- The RTO must document the strategies referred to in Standard 9.1 a on application for registration and on extension of scope.
- The RTO must validate its assessment strategies by:
 - reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards**, at least annually; and
 - documenting any action taken to improve the quality and consistency of assessment.
- The RTO must ensure that in developing, adapting or delivering training and/or assessment products and services:
 - methods used to identify learning needs, and methods for designing training and assessment, are documented;
 - the requirements of the Training Package or accredited course are met;
 - core and elective units, as appropriate, are identified;
 - customisation meets the requirements specified in the relevant Training Package or, for accredited courses, meets the NTQC customisation policy;
 - language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
 - delivery modes and training and assessment materials which meet the needs of a diverse range of clients are identified;
 - where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment strategy with the employer and learners; works with the employer to integrate any on-the-job training and assessment; and schedules workplace visits to monitor/review the training and assessment;

Essentially this can be summarised by the term ‘needs’, as can the entire underlying VET system in this instance. The delivery of the VET program must be meet the needs of both the students and the industry they are supplying. This is applied flexibly to encompass a variety of student needs (inclusive education) and industry requirements. While flexibility in approach is desirable, a standardised approach is applied in ascertaining outcomes. Assessments must be valid and reliable and standard across all RTOs.

Assessment in Agricultural and Horticultural Studies specifically is

designed to enable students to demonstrate achievement in the objectives of the SAS which are **Knowledge and understanding, Application and Work-related skills**. Assessment techniques may include: teacher checklist, self and peer evaluation, objective and short answers tests, extended responses of more than one paragraph, response to stimulus material (such as case studies, articles, brochures, photographs, films, guest speakers, excursions, television programs), projects (such as an oral presentation, farm diary, practical demonstration of tool and equipment usage, role play in groups). Assessment of the units of competency is competency-based and may be integrated with the above techniques in integrated tasks (QSA 2004).

4.0 Relationship to the Australian Qualifications Framework

Under the ‘Key Objectives of the Australian Qualifications Framework’ (AQF ND), the AQF should provide:

- provide nationally consistent recognition of outcomes achieved in post-compulsory education;
- help with developing flexible pathways which assist people to move more easily between education and training sectors and between those sectors and the labour market by providing the basis for recognition of prior learning, including credit transfer and work and life experience;
- integrate and streamline the requirements of participating providers, employers and employees, individuals and interested organisations;
- offer flexibility to suit the diversity of purposes of education and training;
- encourage individuals to progress through the levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to lifelong learning;
- encourage the provision of more and higher quality vocational education and training through qualifications that normally meet workplace requirements and vocational needs, thus contributing to national economic performance; and
- promote national and international recognition of qualifications offered in Australia.

As will become evident, the Study Area Specification in Agricultural and Horticultural Studies, as witnessed in implementation and on paper, goes a long way to achieving these objectives.

4.1 Outcomes of the Study Area Specification in Agricultural and Horticultural Studies

As we have seen in the ‘benefits to students’ section above, the outcomes of this SAS are described in terms of the opportunities for which this program of study provides its students (QSA 2004). Students:

- gain an appreciation of agriculture or horticulture as a business, lifestyle or leisure pursuit
- gain an appreciation of the importance of sustainable agriculture or horticulture and the environment and have a concern for the welfare of plants and animals
- develop a skill base in relation to agricultural or horticultural practices and related industries
- become aware of industry-specific production requirements and routines
- develop a working knowledge of safety and its importance in rural industries
- develop self confidence, responsibility and initiative through first hand experience
- work cooperatively with others in a group and to take on a leadership role as the need arises
- learn how to communicate effectively

He we see a combination of both industry specific and generic (transferable) outcomes.

4.2 Consistencies

The Study Area Specification in Agricultural and Horticultural Studies, far exceeds the narrow view of outcomes, extrapolated from the stated aims within the program, to the point where, when delivered in an appropriate manner, this program can ultimately satisfy every one of the 'Key Objectives of the Australian Qualifications Framework'.

While there are benefits to all students who complete the Study Area Specification in Agricultural and Horticultural Studies, those who complete the VET strands, and hence gain either a Certificate I or Certificate II qualification will benefit more in this regard. In relation to the key objectives above, this demonstrates a number of consistencies. These qualifications are “nationally consistent”, and therefore, “encourage individuals to progress through the levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to lifelong learning” (AQF ND).

Similarly this program will “help with developing flexible pathways which assist people to move more easily between education and training sectors and between those sectors and the labour market.” Through the delivery of this program at school, the student will be leaving the secondary school environment, with a certificate level qualification that is nationally recognised, whilst still able to offer generic skills that provide “flexibility to suit the diversity of purposes of education and training”. Students will not be limited as to where they can progress to after the completion of this qualification. Through the initiative, confidence and communication skills that this SAS provides, this program will have generally “contributed to lifelong learning.”

The three potential strands of the SAS program provide great flexibility. Through Stands A and B students can gain one of two certificates in Horticulture of Agriculture. Through Strand C (Production Studies) students complete a non certified program but still develop knowledge and understanding, and application and work related skills. This strand can be utilised by the student that does not want gain a

certificate I or II qualification, and/or can be delivered by a school that is not equipped or registered to deliver training packages. This satisfies the AQF key objective of offering “flexibility to suit the diversity of purposes of education and training” (AQF ND). While these strands are tailored to suit the schools needs, the training packages within them are nationally consistent.

5.0 Conclusion

As was suggested at the start of this paper, the scope of secondary, and post-compulsory education is broader than ever before. Students are presented with a variety of options include both traditional classroom based study, and a number of vocationally oriented options.

We have also seen that the incorporation of vocational education and training, whether through the specific delivery of units of competency and training packages, or through non-accredited vocationally oriented teaching, has greatly expanded the potential roles and responsibilities of the classroom teacher. However this is no simple process. The requirements placed upon the schools to monitor and audit their programs and to ensure program and teacher compliance with the national set of standards, has the potential to restrict the benefits of VET programs.

Inversely, the presence of such programs, and such a structure within our schools may result in new, innovative and relevant advances being made in the ‘regular’ classroom, especially through greater industry/community links being forged. The rate of uptake of, and participation in VET programs in schools would suggest that the benefits for the time being, definitely outweigh any administrative problems that may result.

Teachers, too, must rethink their role within the classroom. Newer, more productive pedagogies are becoming the accepted norm, but with them may grow a greater level of accountability both for student outcomes and for continual professional development, particularly in the areas of community and industry involvement.

6.0 References

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QSA 2002b, *Staff Matrix Form*, Queensland Studies Authority (online) available: <http://www.qsa.qld.edu.au/vet/aqtf-kit/docs/stf-matrix.doc> [accessed 1 Dec 2004].

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QSA 2002d, *Human Resource Checklist*, Queensland Studies Authority (online) available: <http://www.qsa.qld.edu.au/vet/aqtf-kit/docs/hr-check.doc> [accessed 1 Dec 2004]

QSA 2002e, *Agricultural and Horticultural Studies SAS—Advice from Queensland Rural Industry Training Council (QRITC)* (online) available: http://www.qsa.qld.edu.au/yrs11_12/sas/aghort/advice.html [accessed 1 Dec 2004]

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7.0 Appendices

QSA 2002b, *Staff Matrix Form*, Queensland Studies Authority (online) available: <http://www.qsa.qld.edu.au/vet/aqtf-kit/docs/stf-matrix.doc> [accessed 1 Dec 2004].

QSA 2002c, *Staff Profile Form*, Queensland Studies Authority (online) available: <http://www.qsa.qld.edu.au/vet/aqtf-kit/docs/stf-profile.doc> [accessed 1 Dec 2004].

QSA 2002d, *Human Resource Checklist*, Queensland Studies Authority (online) available: <http://www.qsa.qld.edu.au/vet/aqtf-kit/docs/hr-check.doc> [accessed 1 Dec 2004].

STAFFING MATRIX FORM

Instructions

Complete one of these forms (or similar documentation) for each national training package qualification/accredited vocational course offered by the school.

Code and name of qualification/accredited vocational course:

Complete the following matrix, listing competencies/modules to be offered and the names of personnel involved in the delivery and assessment. **A tick must be placed in the appropriate space** to identify which personnel are involved in the delivery and assessment of each competency/module.

For any individual competency/module, delivery and assessment can be by a team of two or more persons who collectively meet the human resource requirements. Indicate these occurrences with a 'T'.

[illegible]

STAFF PROFILE FORM

Instructions

This form should be photocopied and completed by each person involved in the delivery and assessment of National Training Package qualifications or accredited vocational education courses. If there is insufficient space, additional pages may be attached. Attached to this form should be verified copies of qualifications and results, together with statements showing how industry relationship and currency requirements are met. This form should be kept in a secure place, updated regularly and made available for Internal and External Audits.*

1. Personal details

1.1 Surname: _____

1.2 Given name(s): _____

1.3 Vocational Training Areas: _____

1.2 Content

Refer to training package/syllabus documents for specific requirements.

- 2.1 Provide details of recognised and relevant competencies held/courses of study in the content area of the training package or course to be presented. These could include trade, degree, diploma or certificate level qualifications or results from an established process for recognition of prior learning. Provide verified* copies of all qualifications with academic transcripts if applicable.

Qualification	Year	Relevant studies

* Principal, Justice of the Peace or Commissioner of Declarations must verify copies of qualifications.

2. Facilitation and/or assessment skills

The teacher/instructor/assessor must possess competencies, as appropriate, in relation to the development, presentation, assessment and evaluation of training.

3.1 Do you possess teaching qualifications?

Yes ☐ No ☐

3.2 If you answered **Yes** to 3.1, please attach a verified* copy of your teaching qualifications. You must also attach details of appropriate professional development.

3.3 If you answered **No** to 3.1, you must provide verified* documentary evidence of having successfully completed at least one of the following (tick whichever has/have been successfully completed) as appropriate to your role:

BSZ40198 Certificate IV in Assessment and Workplace Training ☐

Assessor competencies (or equivalent) ☐

BSZ401A Plan assessment

BSZ402A Conduct assessment

BSZ403A Review assessment

Other (Please indicate) ☐

* Principal, Justice of the Peace or Commissioner of Declarations must verify copies of qualifications.

4. Industry relationship and currency

Industry relationship refers to your work history or other approved arrangements in the industry. Industry currency refers to activities undertaken to retain currency of industry knowledge, skills and application of standards in the workplace. Refer to national training package/syllabus documents for specific requirements.

4.1. Provide details of relevant and recent paid or unpaid work in industry or details of release to industry. In the column headed 'Nature', indicate whether the duties undertaken were full-time, part-time, or were part of release to industry.

Name of employing organisation	Dates	Duties performed/skills gained	Nature	Average weekly hours	Relationship to units of competency/modules
XYZ enterprises (This row is an example, please delete when completing your form.)	Jan 2000-March 2000	List the duties undertaken	Part time	25 hours per week	List the units of competency in which you gained experience.

4.2. Provide other details of industry relationship and currency, for example, site visits, documented student work experience visits, network meetings, demonstrations of current industry trends, mentoring relationships. This table may be used to record these details and their relevance to the competencies/modules being taught/assessed.

Date	Activity	Skills gained	Hours	Relationship to units of competency/modules
25 February 2001 (This row is an example, please delete when completing your form.)	Work experience visit XYZ Coffee Shop	Observed student preparing and serving non-alcoholic beverages Discussed current industry trends with manager.	45 Minutes	THHBF10 A THHCOR03A THHCOR01A THHGHS01A

4.3. Provide details of attendance at relevant seminars, workshops etc.

Date	Topic	Conducted by	Duration	Relationship to modules/units of competency

4.4 Provide details of your membership of relevant trade or professional associations:

4.5 Provide any other evidence to support industry currency:

APPENDIX C

Human Resource Checklist

Do you have	Have you documented these in your staff profile?		What evidence, if any, would you be able to provide to substantiate your 'yes' answers
	yes	no	
Either <input type="checkbox"/> verified teaching qualification and <input type="checkbox"/> range of indicators – have you <ul style="list-style-type: none"> <input type="checkbox"/> interpreted competency standards and training packages <input type="checkbox"/> developed contextualised learning /assessment strategies <input type="checkbox"/> developed learning materials <input type="checkbox"/> developed assessment tools <input type="checkbox"/> reviewed/evaluated assessment processes <input type="checkbox"/> a knowledge of current VET context <input type="checkbox"/> a knowledge of competency based assessment <input type="checkbox"/> a knowledge of training packages <input type="checkbox"/> undertaken an induction procedure at your school if you are a 'new' teacher to VET (not all have to be ticked, nor is the list exclusive)			
or <input type="checkbox"/> verified BSZ40198 Certificate IV in Assessment and Workplace Training			
<input type="checkbox"/> relevant vocational competencies, or demonstrated competencies, at least to the level being assessed – have you <ul style="list-style-type: none"> <input type="checkbox"/> verified qualifications (same as the competencies being delivered) <input type="checkbox"/> verified comparable qualifications/courses (mapped to the competencies being delivered) <input type="checkbox"/> work history in the relevant or related industry (mapped to the competencies being delivered) (not all have to be ticked, nor is the list exclusive)			

Do you have?	Have you documented these in your staff profile?		Have you linked these to the competencies?	
	yes	no	yes	no
<input type="checkbox"/> knowledge of current industry practices – have you <ul style="list-style-type: none"> <input type="checkbox"/> undertaken work placement <input type="checkbox"/> undertaken site visits <input type="checkbox"/> invited industry people to your classroom <input type="checkbox"/> attended relevant workshops, seminars, etc <input type="checkbox"/> visited students on work experience, and talked with industry people <input type="checkbox"/> been an active member of professional, trade or technical associations <input type="checkbox"/> participated in professional/network meetings <input type="checkbox"/> organised and participated in school excursions <input type="checkbox"/> been mentored by an expert (or work shadowing) <input type="checkbox"/> read professional journals, website information, etc <input type="checkbox"/> developed skills or knowledge, relevant to the competencies, through personal experiences <input type="checkbox"/> developed skills or knowledge, relevant to the competencies, through extra curricula activities <input type="checkbox"/> an involvement in your own or a family business <p>(not all have to be ticked, nor is the list exclusive)</p>				
<input type="checkbox"/> currency activities undertaken on a regular basis				