Technical Theatre Production

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	SDT215120
COURSE SPAN	2020 — 2026
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Technical Theatre Production is a Level 2 course requiring a strong interest in the technical elements of theatre

Learners study units in Lighting and Sound, Set and Properties, Costume and Theatrical Make-up, Stage Management, Publicity and Front of House Responsibilities. Further study in this area is available through vocational training pathways.

Course Description

Working as a member of a production team learners will develop a range of basic design and operational skills across a wide scope of technical production elements: lighting; sound; costume; effects; publicity; set and properties; and stage management. These design and operational skills will be developed within the context of theatre and associated dramatic events. Emphasis will be given to work-safe principles and practices in theatre environments.

Learners will also assess the use and effect of technical elements in viewed live theatre productions.

Rationale

Technical theatre encompasses all that goes into making a staged production. The areas of technical theatre are: set elements; scenery; lighting; properties; costuming; and sound. All of these areas work together in a production to establish the place, time period, and mood of the production. In the study of *Technical Theatre Production* learners develop skills, knowledge and understanding that will enable them to communicate and cooperate with others in theatre and associated dramatic spaces to apply technologies in order to meet the artistic intention and direction of directors and other theatre personnel. *Technical Theatre Production* students will work in the context of a stage production (for example plays and musicals) either at their school or a local theatre production.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. have basic theatre technical production skills in the areas of: lighting; sound; costume; effects; publicity and front-of-house; set and properties; and stage management
2. work as a member of a production team to deliver required technical production outcomes in theatre and associated events
3. apply reflective practice to own work as a member of a production team
4. identify elements of technical theatre production, relationships between elements, and how they contribute to the realisation of artistic intent in a production
5. record and organise technical theatre production elements, and care for technical theatre production equipment
6. appropriately apply work-safe principles and practices in theatrical spaces and to the use of technical theatre technologies
7. appraise the use and effect of technical elements in live theatre productions.

Access

Learners must work in theatre production environments as a member of a production team. Some learners with disabilities may be unable to perform all tasks associated with the seven skill areas of theatre technical production described in this course.

Pathways

Technical Theatre Production Level 2 is a pathway to studying:

- VET Live Production Services
- Audio Design – Foundation Level 2
- Electronics Level 2
- Electronics Level 3
- Design and Production Level 2.

The study of Technical Theatre Level 2 is relevant to learners who wish to pursue further study at tertiary level, in vocational educational training settings or to pursue industry or community related pathways.

Resource Requirements

Providers of this course will need ongoing access to:

- a suitable space for theatrical performance to carry out the practical components of the course effectively and safely
- a range of safe and contemporary technical equipment to carry out the practical components of this course effectively and safely.

Due to the significance placed on working as a member of a team in a range of technical areas, providers must give learners access to working on a minimum of two (2) public performance events/theatrical productions. These must be distinct, not repeated performances of the same event/show.

Learners must attend at least two (2) different theatre performances in order to appraise the use and effect of technical elements in live theatre. These will be **live**, not recordings or video/filmed performances.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Requirements

Learners must work as a member of a production team on a minimum of two (2) performance events/theatrical productions. These must be distinct and separate events, not repeated performances of the same event/show.

Learners must attend at least two (2) different theatre performances in order to appraise the use and effect of technical elements in live theatre. These will be **live**, not recordings or video/filmed performances. These will **not** be performances in which they work as a member of a production team.

Course Content

There are four (4) compulsory units:

UNIT 1 Skills and technique development

UNIT 2 Pre-production and presenting

UNIT 3 Reflective Practice

UNIT 4 Appraising the use and effect of technical elements in live theatre productions.

These units may be delivered as discrete units or run concurrently throughout the year. While the sequence for delivery is not mandated, learners undertaking specific roles in Unit 2 will need to have the basic skill set required for these roles from study of Unit 1.

UNIT 1 SKILLS AND TECHNIQUE DEVELOPMENT

This unit focuses on the development of core technical skills and theoretical background incorporating theatrical terms and vocabulary.

Learners will study the significance of each listed area to theatre production, relationships between the areas in the realisation of artistic intent and performance, and develop basic skills in each of the listed areas.

- *lighting*: range and functions of luminaries and lighting control equipment including rigging, gelling, programming and plotting
- *sound*: ultilisation of a range of audio equipment and selection and development of sound effects and music for a variety of purposes and effects
- *costumes*: aesthetic choices appropriate to genre, era and style; construction, care and maintenance of stock
- *effects*: design and operation of technical special effects such as projection, makeup and specialty effect
- *publicity and front-of-house*: generation of marketing materials, meet and greet etiquette, ushering, program distribution
- *set and properties manufacturing*: ability to construct, modify and dress set pieces and properties
- *stage management*: ability to complete a range of administrative, artistic and organisational activities and tasks.

In all listed areas learners will study and apply workplace health and safety practices including the ability to recognise and manage potential hazards in theatrical and associated dramatic spaces.

UNIT 2 PRE-PRODUCTION AND PRESENTING

This unit focuses on individual and group planning and preparation for the presentation of theatrical productions and associated events.

- *pre-performance tasks*: as applicable to the learner's role within the production elements such as: bump in; rigging of lighting; sourcing and selecting sound effects/music; organising and sourcing costumes; poster design and printing; publicity tasks; preparing props table; and painting set
- *individual and group tasks*: develop ideas/designs in consultation with director/designer appropriate to the style and genre of the performance/event to communicate meaning and artistic intention through technology to an audience
- *manage and complete tasks* to enhance the technical elements of a production
- *record and organise production elements* E.g. preparing appropriate notation of elements such as preparing prompt copy, lighting cue sheets, running sheets
- *competent use of technology*: as applicable to the learner's role within a production
- *understanding theatre etiquette*: being punctual to rehearsals, being ready for cues, being respectful of others performing, being quiet backstage, following directions on backstage, being respectful of others' personal property, costumes and props, being respectful of the performance environment on stage and backstage, bringing required materials to class, responding promptly to requests and directions from stage manager, director and or teacher.

In all listed areas learners will study and apply workplace health and safety practices including the ability to recognise and manage potential hazards in theatrical and associated dramatic spaces.

UNIT 3 REFLECTIVE PRACTICE

This unit focuses on reflecting on and responding to personal technical production experiences including:

- *reflecting on and evaluating* the processes and outcomes of technical tasks and contribution to an event/theatrical production
- *recognising personal strengths* and areas for further development and goal setting
- *reflecting on technical choices* made, commenting and evaluation for further development
- *acknowledging and responding to feedback*.

UNIT 4 APPRAISING THE USE AND EFFECT OF TECHNICAL ELEMENTS IN LIVE THEATRE PRODUCTIONS

This unit focuses on observing, identifying, and assessing the use and effect of technical elements in live theatre productions, including:

- *attending live theatre* and observing the technical areas of performances
- *discussing the technical contribution* of the core technical areas (as listed in Unit 1) to support and achieve theatrical outcomes in productions
- *explaining and justifying ideas and opinions* held about the success or otherwise of technical aspects of live theatre.

Work Requirements

The following are *minimum* work requirements for this course.

Practical Tasks – Learners will complete practical work in two areas:

1. work as a member of a production team
2. viewing live theatre productions.

Work as a member of a production team

Learners *must* work as a member of a production team on a minimum of **two (2)** public performance events/theatrical productions. These must be distinct and separate events, not repeated performances of the same event/show run. Illustrative examples of suitable performance events/theatrical productions include, but are not limited to, production team in support of:

- a college musical or theatrical show run
- assessment performances in Performing Arts courses
- local amateur theatre show runs.

In addition, work as a member of a production team working to support minor events – such as items in a school/college assemblies – *may* be undertaken to develop skills and for formative assessment purposes.

View live theatre productions

Learners must attend at least two (2) different theatre performances in order to appraise the use and effect of technical elements in live theatre. These will be **live**, not recordings or video/filmed performances. These will *not* be performances in which they work as a member of a production team.

Theoretical Tasks – Learners will complete theory work in two areas:

1. reflective practice related to own work as a member of a production team
2. appraisal of the use and effect of technical elements in live theatre productions.

Reflective Practice

Learners will complete **TWO** written reports about their work as a member of a production team – one for each of the performance events/theatrical productions in which they must be involved. Each report of approximately 600 – 900 words (2 – 3 pages) in length.

Focus of each report will be:

- describing the role(s) they played in the event/production
- describing the relationships between this role/roles, the roles of other members of the production team, the cast, and the director(s)
- describing the skills they developed within the context of working as a member of the production team
- describing the workplace health and safety risks involved in the production and the processes used to mitigate these risks
- appraisal of the success – or otherwise – of their work, including noting strengths in their own work, areas for improvement, and problems/issues that may have arisen.

Each report will also include support materials such as: call books; schedules; prop lists; and designs. These are in addition to the report length requirement.

Appraisal of technical elements in live theatre

Learners will complete **TWO** written reports appraising the use and effect of technical elements in live theatre – one for each of the public performance events/theatrical productions they have viewed. These will be **live**, not recordings or video/filmed performances. These will *not* be performances in which they work as a member of a production team.

Each report of approximately 600 – 900 words (2 – 3 pages) in length.

Focus of each report will be:

- a brief description of the show/event (what, where, when)

- describing the technical elements used in the production (such as lighting, set, costume, effects, sound/music). The learner must describe a range of technical elements, but may elect to describe in depth elements of particular note or interest.
- appraisal of the use of technical elements used in the production (how did elements such as lighting, set, costume, effects, sound/music relate to each other, and contribute to the artistic intent? Were there problems/issues? What was the impact of such problems/issues? How were they managed? How might they have been managed?).

Each of the written reports will use the following format:

- have a title, headings and sub-headings
- use dot points and paragraphs where appropriate. When dot points are used they must provide clear information, not an over simplistic summary or a single word. Formal essay style responses are *not* required.
- have a conclusion
- diagrams, pictures and other support material may be included within the report. They must to be referred to, and discussed within, the report.
- the source of the information, images, ideas or words not the learner's own must be explicitly acknowledged using an appropriate referencing/citation method, and a reference list/bibliography will be provided.*

*For further information see the TASC documents: Authenticity and Academic Integrity: A Guide and 'How do I reference (cite) other peoples' information, images, ideas or words used in my work?'

GENERAL WORK EXPECTATIONS

This course requires a class of learners to undertake and fulfil the role of a technical production team member working as part of a group and individually. Individual learners must be aware that such roles involve expectations that they will:

- be punctual to all rehearsals/performances
- take responsibility for ensuring that they know and understand rehearsal rosters/performance calls, and plan for attendance (e.g. with part-time employer, in regard to transport)
- attend all pre-production meetings, prepare technical areas prior to bump in
- work as a member of a technical production team, including bump in and bump out
- participate in rehearsals and performances including out of normal school hours as required
- manage time, prioritise tasks and meet production deadlines
- attend required out-of-hours public performances.

In addition to any penalties a provider may choose to impose on an individual who fails to meet these expectations, learners must be aware that failure to meet these expectations will have adverse effects on their assessment outcomes.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Technical Theatre Production Level 2 will be based on the degree to which the learner can:

1. work collaboratively as a member of a production team
2. record and organise technical theatre production elements, and care for equipment
3. identify elements of technical theatre production and their relationships
4. apply technical theatre production skills
5. apply reflective practice to own role in production team
6. appraise use and effect of technical elements in live theatre productions

Standards

Criterion 1: work collaboratively as a member of a production team

The learner:

Rating A	Rating B	Rating C
consistently maintains effective on-task engagement within specified time frames	maintains effective on-task engagement within specified time frames	remains on task for an agreed time
contributes ideas and suggestions that improve technical outcomes and support artistic intent	contributes ideas and suggestions that improve technical outcomes	contributes suggestions and ideas in appropriate ways
co-operates with others to achieve technical outcomes, and facilitates team's technical outcomes in support of artistic intent	co-operates with others to achieve technical outcomes, and appropriately supports team members	co-operates with others to achieve technical outcomes, as directed
responds appropriately, promptly and accurately to verbal and non-verbal instruction and direction	responds appropriately and promptly to verbal and non-verbal instruction and direction	responds appropriately to verbal and non-verbal instruction and direction
exhibits appropriate theatre behaviours and etiquette during rehearsals and performances, and collaboratively supports others to do so.	exhibits appropriate theatre behaviours and etiquette during rehearsals and performances.	exhibits appropriate theatre behaviours and etiquette during rehearsals and performances, as directed.

Criterion 2: record and organise technical theatre production elements, and care for equipment

The learner:

Rating A	Rating B	Rating C
creates and uses records of technical production elements using appropriate formats	creates and uses simple records of technical production elements	creates and uses simple records* of technical production elements, as directed
modifies and adapts records of technical production elements during the production process to accurately reflect changing conditions or requirements and support artistic intent	modifies and adapts records of technical production elements during the production process to reflect changing conditions or requirements	
promptly and accurately follows instruction and direction about the organisation, placement and storage of technical production equipment, and appropriately adapts methods to reflect changing conditions or requirements during the production process	promptly and accurately follows instruction and direction about the organisation, placement and storage of technical production equipment	follows instruction and direction about the organisation, placement and storage of technical production equipment
appropriately cares for technical production equipment, collaboratively supports others to do so, and clearly explains why such care is significant	appropriately cares for technical production equipment, and articulates why such care is significant	appropriately cares for technical production equipment, as directed, and articulates why such care is required
follows workplace safety requirements, protocols and procedures in theatrical spaces, and collaboratively supports others to do so.	follows workplace safety requirements, protocols and procedures in theatrical spaces.	follows workplace safety requirements, protocols and procedures in

		theatrical spaces, as directed.

* Records of technical production elements include, but are not limited to: prompt copy; lighting cue sheets; and running sheets.

Criterion 3: identify elements of technical theatre production and their relationships

The learner:

Rating A	Rating B	Rating C
correctly explains* characteristics and role(s) of the following elements in a production: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	correctly describes* characteristics and role(s) of the following elements in a production: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	correctly identifies* basic characteristics and role(s) of the following elements in a production: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management
correctly explains relationships between the following elements in a production, and their contribution to artistic intent: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	correctly describes relationships between the following elements in a production: • lighting • sound • costume • effects • publicity/front-of house • set and properties • stage management	correctly identifies simple relationships between the following elements in a production: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management
correctly explains how elements of technical theatre production can be used to support artistic intent and communicate meaning to an audience	correctly describes how elements of technical theatre production can be used to support artistic intent and communicate meaning to an audience	correctly identifies how some elements of technical theatre production can be used to support artistic intent and communicate meaning to an audience
uses basic and specialised terminology relevant to technical theatre production.	uses basic terminology relevant to technical theatre production.	uses some basic terminology relevant to technical theatre production.

* *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Describe: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

Explain: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

Criterion 4: apply technical theatre production skills

The learner:

Rating A	Rating B	Rating C
competently applies basic skills* to performance of technical theatre tasks, *as directed*, in technologies associated with:	applies basic skills* to performance of technical theatre tasks, *as directed*, in technologies associated with:	applies some basic skills* to performance of technical theatre tasks, *as directed*, in technologies associated with:

• lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	• lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management There may be occasional errors or omissions in the application of these skills.	• lighting • sound • costume • effects • publicity/front-of-house • set and properties. There may be errors or omissions in the application of these skills.
competently applies appropriate skills to performance of technical theatre tasks in technologies associated with two of: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	competently applies basic skills* to performance of technical theatre tasks, in technologies associated with two of: • lighting • sound • costume • effects • publicity/front-of-house • set and properties • stage management	competently applies basic skills* to performance of technical theatre tasks, *as directed*, in technologies associated with two of: • lighting • sound • costume • effects • publicity/front-of-house • set and properties
follows workplace safety requirements, protocols and procedures in the use of technology in theatrical spaces, and collaboratively supports others to do so.	follows workplace safety requirements, protocols and procedures in the use of technology in theatrical spaces.	follows workplace safety requirements, protocols and procedures in the use of technology in theatrical spaces, *as directed.*

* Examples of 'basic skills' include, but are not limited to: turning equipment on and off; using a simple hand tool such as a hammer or paintbrush; turning a follow-spot; returning props to storage; and moving set items on stage.

Criterion 5: apply reflective practice to own role in production team

The learner:

Rating A	Rating B	Rating C
explains* own role(s) in a production, and relationships between own role(s) and those of other production team members, director(s), cast and other personnel	correctly describes* own role(s) in a production, and relationships between own role(s) and those of other production team members, director(s), cast and other personnel	correctly identifies* own role(s) in a production, and relationships between own role(s) and those of other production team members, director(s), cast and other personnel
explains artistic intent of designer/director and how own role(s) in production supports intent	correctly describes artistic intent of designer/director and how own role(s) in production supports intent	correctly identifies artistic intent of designer/director and how own role(s) in production supports intent
reflects – orally and in writing – on progress towards meeting production goals, assesses progress and plans effective future actions	reflects – orally and in writing – on progress towards meeting production goals, assesses progress and plans future actions	reflects – orally and in writing – on progress towards meeting production goals, and articulates some ways in which goals could be met in the future
accurately describes own technical skill development and application of skills to production process and outcomes. Areas for future skill development are identified and justification is given	describes own technical skill development and application of skills to production process and outcomes. Areas for future skill development are identified	identifies own technical skill development and application of skills to production process and outcomes. Some areas for future skill development are identified
reflects - orally and in writing – on feedback	reflects – orally and in writing – on	modifies own technical practice as

from others, and modifies own technical practice to effectively address issues.	feedback from others, and modifies own technical practice to address issues.	directed.

* *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Describe: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

Explain: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

Criterion 6: appraise use and effect of technical elements in live theatre productions

The learner:

Rating A	Rating B	Rating C
communicates ideas and information with fluency and consistent control of language and expression appropriate to purpose	communicates ideas and information using clear and appropriate language and expression suited to purpose	communicates ideas and information with some control of language and expression appropriate to purpose
correctly describes technical elements used in a production, and explains* relationships between these elements	correctly describes* technical elements used in a production, and relationships between these elements	correctly identifies* technical elements used in a production, and some relationships between these elements
assesses* effectiveness of use of technical elements in a production, with reference to artistic intent and technical qualities	discusses effectiveness of use of technical elements in a production, with reference to technical qualities	makes some valid observations about effectiveness of use of technical elements in a production
draws logical conclusions supported by relevant argument and evidence	draws some relevant conclusions supported by argument and evidence	provides limited support for conclusions
uses basic and specialised terminology relevant to technical theatre production	uses basic terminology relevant to technical theatre production	uses some basic terminology relevant to technical theatre production
uses appropriate referencing/citation methods.	uses some appropriate referencing/citation methods.	uses referencing/citation methods, as directed.

* *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Describe: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

Explain: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

Assess: to make a judgement about, to rate, to weigh up, to form an opinion

Qualifications Available

Technical Theatre Production Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in Technical Theatre Production Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Georgie Perry, Darren Sangwell, Rebecca Wilson and critical friends in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 26 June 2019 for use from 1 January 2020 to 31 December 2022. This course replaces *Technical Theatre Productions* (SDT215115) that expired on 31 December 2019.

Supporting documents including external assessment material

- SDT215115CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

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