AHC Agriculture, Horticulture and Conservation and Land Management Training Package

Companion volume
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For further information about this Companion Volume or any other work being undertaken by Skills Impact, please visit:

www.skillsimpact.com.au
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC Agriculture, Horticulture, Land Management and Conservation Training Package Release 1.1</td>
<td>1</td>
</tr>
<tr>
<td>Companion Volume</td>
<td>1</td>
</tr>
<tr>
<td>Disclaimer</td>
<td>3</td>
</tr>
<tr>
<td>Skills Impact Ltd</td>
<td>3</td>
</tr>
<tr>
<td>About Skills Impact Ltd</td>
<td>1</td>
</tr>
<tr>
<td>Who is this Guide for?</td>
<td>1</td>
</tr>
<tr>
<td>What is in the Implementation Guide?</td>
<td>2</td>
</tr>
<tr>
<td>Version Control and Modification History</td>
<td>2</td>
</tr>
<tr>
<td>What is a Training Package?</td>
<td>3</td>
</tr>
<tr>
<td>Components of Skills Impact Ltd Training Packages</td>
<td>3</td>
</tr>
<tr>
<td>Training Package Development and Endorsement Process</td>
<td>4</td>
</tr>
<tr>
<td>Skills Impact’s Training Product Development Process</td>
<td>5</td>
</tr>
<tr>
<td>Who Can Deliver and Assess a Qualification?</td>
<td>6</td>
</tr>
<tr>
<td>Overview of AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1</td>
<td>8</td>
</tr>
<tr>
<td>Sectors in AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1</td>
<td>8</td>
</tr>
<tr>
<td>Sector Overview</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture and Agribusiness</td>
<td>9</td>
</tr>
<tr>
<td>Agricultural Chemicals</td>
<td>9</td>
</tr>
<tr>
<td>Arboriculture</td>
<td>10</td>
</tr>
<tr>
<td>Beekeeping</td>
<td>10</td>
</tr>
<tr>
<td>Community Coordination and Facilitation</td>
<td>10</td>
</tr>
<tr>
<td>Composting</td>
<td>10</td>
</tr>
<tr>
<td>Conservation Coordination and Facilitation</td>
<td>10</td>
</tr>
<tr>
<td>Conservation Earthworks</td>
<td>10</td>
</tr>
<tr>
<td>Dairy</td>
<td>11</td>
</tr>
<tr>
<td>Feedlot</td>
<td>11</td>
</tr>
<tr>
<td>Floriculture</td>
<td>11</td>
</tr>
<tr>
<td>Indigenous Land Management</td>
<td>11</td>
</tr>
<tr>
<td>Irrigation</td>
<td>11</td>
</tr>
<tr>
<td>Lands, Parks and Wildlife</td>
<td>12</td>
</tr>
<tr>
<td>Landscape</td>
<td>12</td>
</tr>
<tr>
<td>Natural Area Restoration</td>
<td>12</td>
</tr>
<tr>
<td>Organic Production</td>
<td>12</td>
</tr>
<tr>
<td>Parks and Gardens</td>
<td>12</td>
</tr>
<tr>
<td>Permaculture</td>
<td>13</td>
</tr>
<tr>
<td>Pest Management</td>
<td>13</td>
</tr>
<tr>
<td>Pork</td>
<td>13</td>
</tr>
<tr>
<td>Poultry</td>
<td>13</td>
</tr>
</tbody>
</table>
Performance Evidence ................................................................. 46
Knowledge Evidence ................................................................. 47
Assessment Conditions ............................................................... 47
Links ......................................................................................... 47
Contextualisation of Units of Competency by RTOs ........................ 47
Contacts and External Links ....................................................... 48
Companion Volumes and Training Package Information ................. 48
Skills Impact ............................................................................ 48
Department of Education and Training ........................................ 48
General .................................................................................. 48
State and Territory Training Authorities ..................................... 49
About Skills Impact Ltd

This Implementation Guide has been developed by Skills Impact Ltd. Skills Impact Ltd is a national organisation providing support to Industry Reference Committees. A major role of Skills Impact Ltd is to identify skill needs and to develop training products and services to fill those needs.

Skills Impact Ltd is authorised and funded by the Australian government to produce Training Packages for its eight industries:

- Agriculture, Horticulture and Conservation, and Land Management
- Animal Care and Management
- Food, Beverage and Pharmaceutical Manufacturing
- Forest and Wood Products
- Meat Processing
- Pulp and Paper Manufacturing
- Racing
- Seafood


Who is this Guide for?

The Implementation Guide is designed to assist Assessors, Trainers, Registered Training Organisations (RTOs) and Enterprises to deliver nationally endorsed industry Training Packages.

Nationally endorsed Training Packages are developed to meet the Standards for Training Packages (and accompanying policies) which were ratified by the relevant Commonwealth, State and Territory Ministers in 2012.

As well as information relevant to all Training Packages, this Implementation Guide provides specific information and advice about the history, structure, key features and application of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1.
What is in the Implementation Guide?

This *AHC Agriculture, Horticulture and Conservation and Land Management* Implementation Guide provides:

- information relevant to all Training Packages; and
- specific information and advice about the history, structure, key features and application of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1*.

The Appendices section contains:

- lists of Qualifications, Skill Sets and Units of Competency; and
- mapping information for Qualifications, Skill Sets and Units of Competency.

### Version Control and Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Release Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>September 2016</td>
<td>Release created to correct mapping and typographical errors.</td>
</tr>
<tr>
<td>1</td>
<td>June 2016</td>
<td>Initial Release</td>
</tr>
</tbody>
</table>
What is a Training Package?

A Training Package is a set of nationally endorsed Qualifications, Units of Competency and assessment requirements developed for a specific industry, sector or workplace. A Training Package:

- specifies the skills and knowledge required to perform effectively in the workplace;
- provides consistent components for training, assessing or recognising skills;
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;
- promotes flexible modes of training to suit individual and industry requirements;
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes; and
- may also provide support materials.

While a Training Package does specify workplace skills and knowledge requirements, it does not suggest how a learner should be trained. Users of Training Packages, such as Trainers or Assessors, must develop learning and assessment strategies that support the needs of their particular learners.

Components of Skills Impact Ltd Training Packages

Training Packages consist of the following endorsed components:

- **Qualifications** which consist of Units of Competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the *Australian Qualifications Framework (AQF)*;

- **Units of Competency** which specify the standards of performance required in the workplace;

- **Assessment Requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency; and

- **Credit Arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the *AQF*. Currently no credit arrangements exist between any Skills Impact Ltd Training Package qualifications and higher education qualifications.

Training Packages may also include non-endorsed components, such as:

- **Skill Sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement;

- **Companion Volumes** (including this Implementation Guide) which provide support for delivery and assessment; and

- **User Guides** which provide information about specific components.
Training Package Development and Endorsement Process

All Training Packages must be designed and developed to comply with the Australian Government’s Standards for Training Packages and accompanying policies, which were ratified by the relevant Commonwealth, State and Territory Ministers in 2012.

More information about Training Package standards and policies is available on the Department of Education and Training website:


Training Packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. Skills Service Organisations (SSOs) work closely with Industry Reference Committees (IRCs) to develop and review training products (including Training Packages and materials that support the implementation of Training Packages). The following diagram demonstrates how Skills Impact Ltd works with IRCs and the Australian Government to develop or review training products.
# Skills Impact’s Training Product Development Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Next Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Analysis</td>
<td>Analysis of industry trends including employment and skills outlook</td>
<td>Targeted consultation</td>
</tr>
<tr>
<td>Case for Change</td>
<td>Targeted consultation with industry and other key stakeholders</td>
<td>IRG endorses Case for Change</td>
</tr>
<tr>
<td>Initial Drafting</td>
<td>Targeted consultation with industry and other key stakeholders</td>
<td>Draft initial materials</td>
</tr>
<tr>
<td>Consultation</td>
<td>Consultation activities depending on scale of the project</td>
<td>For example: workshops, email correspondence, phone consultations, facilitated online discussions</td>
</tr>
<tr>
<td>Final Drafting</td>
<td>Draft initial materials</td>
<td>Initial quality assurance review</td>
</tr>
<tr>
<td>Industry Validation</td>
<td>Validation of final draft; key industry support provided, peak associations; employee representatives</td>
<td>Final quality assurance review</td>
</tr>
<tr>
<td>Final Stakeholder Agreement</td>
<td>Seek State Training Authority (STA) support</td>
<td>Feedback Validation Draft Draft Case for Endorsement</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit final product to Australian Government Department of Education and Training (DET)</td>
<td>Product is submitted by DET to Australian Industry Skills Committee (ASC) for endorsement</td>
</tr>
<tr>
<td>Endorsed</td>
<td>Publish endorsed materials to training.gov.au</td>
<td>Advise stakeholders of endorsement</td>
</tr>
</tbody>
</table>
Who Can Deliver and Assess a Qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the Qualifications or specific Units of Competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable standards. The current registering bodies and standards, and which type of RTO they apply to, are shown in the table below. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

<table>
<thead>
<tr>
<th>Registering Body</th>
<th>Standards</th>
<th>Applicable RTOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Skills Quality Authority (ASQA)</td>
<td>Standards for Registered Training Organisations (RTOs) 2015</td>
<td>RTOs that deliver training in Australian Capital Territory, New South Wales, Northern Territory, South Australia, Queensland or Tasmania. RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in Australian Capital Territory, New South Wales, Northern Territory, South Australia, Queensland or Tasmania.</td>
</tr>
<tr>
<td>Training Accreditation Council (TAC) Western Australia</td>
<td>Standards for Registered Training Organisations (RTOs) 2015</td>
<td>RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).</td>
</tr>
<tr>
<td>Victorian Registration and Qualifications Authority (VRQA) Victoria</td>
<td>AQTF Essential Conditions and Standards for Initial Registration, AQTF Essential Conditions and Standards for Continuing Registration</td>
<td>RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).</td>
</tr>
</tbody>
</table>
More information about national standards and standards for non-referring states can be found at the relevant government websites:

- **Australian Government, Department of Education and Training**  

- **Training Accreditation Council (Western Australia)**  

- **Victorian Registration and Qualifications Authority (VRQA)**  

RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

Check for specific assessor requirements in the *Assessment conditions* section of the assessment requirements for the unit of competency.
Overview of AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1

Sectors in AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1

<table>
<thead>
<tr>
<th>Code</th>
<th>Sector</th>
<th>Code</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGB</td>
<td>Agribusiness</td>
<td>MER</td>
<td>Merchandising and Sales</td>
</tr>
<tr>
<td>AIS</td>
<td>Artificial Insemination</td>
<td>MKH</td>
<td>Milk Harvesting</td>
</tr>
<tr>
<td>ARB</td>
<td>Arboriculture</td>
<td>MOM</td>
<td>Machinery Operation and Maintenance</td>
</tr>
<tr>
<td>ASW</td>
<td>Aboriginal-Sites Work</td>
<td>NAR</td>
<td>Natural Area Restoration</td>
</tr>
<tr>
<td>BAC</td>
<td>Broad Acre Cropping</td>
<td>NRM</td>
<td>Natural Resource Management</td>
</tr>
<tr>
<td>BEK</td>
<td>Beekeeping</td>
<td>NSY</td>
<td>Nursery</td>
</tr>
<tr>
<td>BER</td>
<td>Biosecurity Emergency Response</td>
<td>ORG</td>
<td>Organic Production</td>
</tr>
<tr>
<td>BIO</td>
<td>Biosecurity</td>
<td>PCM</td>
<td>Plant Culture and Maintenance</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
<td>PER</td>
<td>Permaculture</td>
</tr>
<tr>
<td>CCF</td>
<td>Community Coordination and Facilitation</td>
<td>PGD</td>
<td>Parks and Gardens</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemicals</td>
<td>PHT</td>
<td>Production Horticulture</td>
</tr>
<tr>
<td>CMN</td>
<td>Common</td>
<td>PLY</td>
<td>Poultry</td>
</tr>
<tr>
<td>COM</td>
<td>Composting</td>
<td>PMG</td>
<td>Pest Management</td>
</tr>
<tr>
<td>DER</td>
<td>Deer</td>
<td>PRK</td>
<td>Pork</td>
</tr>
<tr>
<td>DES</td>
<td>Design</td>
<td>SAW</td>
<td>Soil and Water Conservation</td>
</tr>
<tr>
<td>DRG</td>
<td>Drainage</td>
<td>SDP</td>
<td>Seed Production</td>
</tr>
<tr>
<td>DRY</td>
<td>Dairy</td>
<td>SDT</td>
<td>Seed Processing</td>
</tr>
<tr>
<td>EXP</td>
<td>Explosives</td>
<td>SHG</td>
<td>Shearing</td>
</tr>
</tbody>
</table>
Sector Overview

Agriculture and Agribusiness
Agriculture and Agribusiness are diverse sectors including both plant and animal based production systems along with supporting Agribusiness enterprises that supply agriculture goods and services. Job roles within the sector range from farmhands, farm business managers and include numerous agricultural service roles. This sector is a leader in the uptake of technology including the use of Geographical Information Systems (GIS) and Geographical Positioning Systems (GPS).

Australian producers have a reputation for green and safe agricultural products which provides a marketing advantage that must be retained. As a result, Biosecurity will be an important issue as Australia develops its export trade in agricultural goods.

Agricultural Chemicals
Agricultural chemicals and veterinary medicines play an essential role in maintaining and improving productivity of agriculture and related industries. The registration of chemicals for use in Australia is controlled by the Australian Pesticides and Veterinary Medicines Authority (APVMA). State and Territory governments control the use of pesticides and veterinary medicines. The various state jurisdictions have a range of training requirements for the use and purchase of various classes of pesticides and veterinary medicines.

Currently there is a National Agvet Chemical Task Force looking at developing a more harmonised approach to chemical training requirements. Once this work is complete, a more comprehensive review of Training Package products will be required to ensure vocational training options meet the needs of all stakeholders.
Arboriculture
Arborists work in private and government positions to foster the economic, ecological, environmental, health and social benefits of trees and professional tree care. Arborists provide for the care and management of trees in conservation and tree preservation roles, tree climbing, tree maintenance, and the diverse operations of vegetation management, power line clearance, professional tree management and urban forestry. Consulting arborists have professional consulting, expert witness, research and academic roles in diagnostic testing and tree assessment.

Beekeeping
Beekeeping is the maintenance of native and/or honey bee colonies, commonly in hives, by humans. A commercial beekeeper (or apiarist) keeps bees in order to collect their honey and other products that the hive produces (including beeswax, propolis, pollen, and royal jelly) for sale, to pollinate crops, and/or to produce bees for sale to other beekeepers. Beekeeping is a form of animal husbandry that involves providing feed when nectar and pollens are lacking, preventing infections from various microbes and diseases and dealing with parasitic mites.

Community Coordination and Facilitation
Workers in this sector are generally responsible for fostering, promoting, organising and supporting community groups to undertake conservation activities.

Composting
There are approximately 140 businesses around Australia recovering more than 5.2 million tonnes of organic waste and turning it into useful products and services each year. New products are continuously being developed for environmental applications such as erosion control and storm water treatment.

Qualifications and units of competency in AHC enable workers to process material into compost-based products such as soil conditioners, mulches, garden soils, top dressing soils and potting mixes and tailored products to be developed for agricultural applications such as fruit and vegetables, grains, pasture improvement and forestry.

Employment in this industry is growing and the units in this Training Package will give employees a career pathway in this and related industries.

Conservation Coordination and Facilitation
The Conservation and Land Management Sector is made up of workers from unskilled to professional levels, and includes a large cohort of volunteer workers. There are a number of different areas people may work in the conservation and land management sector. Some examples are:

Conservation Earthworks
Conservation earthworks are involved in the design and implementation of earthworks associated with soil conservation on rural properties, erosion and sediment control on rural, urban and infrastructure construction sites.
Dairy

The Dairy Industry is one of Australia’s major rural industries and is located across the temperate and some subtropical areas of Australia. The bulk of milk production occurs in south eastern Australia with Victoria having the largest number of dairy farming enterprises. The associated downstream milk processing industry is also concentrated in the south eastern regions. Dairy Industry enterprises range from large corporations through to small owner operators. The industry has had a long term commitment to training which is promoted through its peak body Dairy Australia.

The Certificate III in Agriculture (Dairy Production) and the specialist dairy units have been transitioned to comply with the Standards for Training Packages with minimal changes. Dairy Australia is proposing to carry out a comprehensive review of dairy vocational training in 2016, following which, a business case may be presented to undertake a more comprehensive review.

Feedlot

Feedlot operational employees fall into three main classifications: pen riders; feeding and milling operators; and feedlot maintenance workers. The Certificate III in Feedlot Operations is divided into three streams to reflect these job roles while providing maximum transferability of core and common skills.

Feedback from the TRG indicated that there was general support for the current qualification which was then transitioned. Extra electives have been added to each of the streams as well as an extra group of electives which includes horse riding units to provide the flexibility to meet the needs of the various enterprises within the feedlot industry while retaining the integrity of the streams within the qualification.

Floriculture

Floriculture or flower growing involves the growing, harvesting and preparing flowers and foliage for sale. Floriculture businesses produce fresh and dried flowers and foliage for wholesale flower markets, florists and retail outlets, and increasingly for overseas exporting. The range of different flowers and foliage is immense and could include roses, carnations, orchids, native flowers, bulb and annual flowers, and tropical flowers. Some flower farms also grow flowers in open fields for their essential oils.

Indigenous Land Management

Indigenous Land Managers, as the title suggests, are responsible for the management of Indigenous owned/held lands. Indigenous lands may be used for a range of activities including tourism, horticulture and agriculture. Indigenous land management job roles may include a range of these activities as well as conservation and restoration tasks. Indigenous Land Management officers generally use a combination of traditional and contemporary approaches to land management.

Irrigation

Irrigation is the artificial application of water to the land or soil. It is used to assist in the growing of agricultural and horticultural crops, maintenance of landscapes, and revegetation of disturbed soils in
dry areas and during periods of inadequate rainfall. Irrigation systems are also used for dust suppression, disposal of sewage, and in mining. Irrigation is often associated with drainage, which is the natural or artificial removal of surface and sub-surface water from a given area. The irrigation components in AHC support the skills base of the industry’s retailers, designers, managers, installers and maintenance workers.

**Lands, Parks and Wildlife**

Lands parks and wildlife officers, rangers and managers are involved in the management and maintenance of areas of native and cultural significance. They may be employed by government or non-government organisations. Roles will generally involve a mixture of conservation and restoration tasks as well as tourism, education, construction and pest management.

**Landscape**

Working in the landscape industry involves outdoor work that can be physically demanding undertaking the construction and maintenance of public and private garden spaces and features. There are landscaping businesses all over Australia. Many are small enterprises employing one to ten workers while others can be very large with forty or more workers. The work they do varies considerably. Some landscapers specialise in domestic gardens, others in commercial and industrial landscapes. Some are expert in hardscaping (paving and landscape construction) while others focus on softscaping (plant establishment and maintenance).

**Natural Area Restoration**

This sector is mostly involved in conservation and restoration of natural areas in order to regenerate bushlands and improve the ecological integrity and biodiversity of an area. This sector employs a high proportion of volunteers.

**Organic Production**

Organic farming focuses on utilising natural, non-synthetic farming techniques. These include crop rotation, the use of green manure and biological pest control. Organic farms aim to be sustainable with an emphasis on the use of renewable resources. The considerations of energy, soil and water resources as well as the maintenance of environmental quality are key attributes of organic farming.

In response to industry feedback the two organic farming qualifications and organic units of competency have been updated and transitioned with the addition of two new units: AHCORG407 Manage a landless organic production system and AHCORG408 Manage on farm composting along with increased elective selections to meet the range of enterprises adopting organic principles.

**Parks and Gardens**

The Parks and Gardens sector covers workers in local government parks and gardens, botanic gardens, schools and other public places as well as self-employed gardeners. Workers are involved in planting and maintaining trees and shrubs, lawns and garden features, and installing and maintain irrigation systems. Park managers are responsible for staff and park operations as well as managing contracts for outsourced services.
Permaculture
Permaculture is a multi-disciplinary ecological design science focussed on care for the earth, care for people and all species, sharing of surpluses and setting limits to industrial and exploitative growth. It is based on the premise that the planet is a finite ecological system with limited energy and material resources to be shared and managed in a manner inspired by nature.

Pest Management
This submission covers non-urban pest management roles. Integrated pest management requires workers in this field to be able to apply several management options strategically in order to reduce pest damage levels. Pest management officers may be employed by government agencies or private organisations. Pest management may also be undertaken by workers in other industry sectors such as: agriculture; horticulture; conservation and land management; parks and wildlife services; and parks and gardens; viticulture and wine grape growing. Pest management covers both plant and animal pests.

Pork
The Australian Pork Industry is spread throughout Australia with a range of enterprise sizes and production systems. There are three main types of pig farming systems; Indoor Housing, Outdoor Bred and Free Range. The pork industry is particularly focused on addressing the welfare needs of pigs, environmental stewardship and the education of stock persons who handle pigs.

The TRG focused on the need for specialised training for piggery staff that included animal welfare and biosecurity along with appropriate skills in pig husbandry, health and handling, and feeding. New units were developed to provide options for those working in the outdoor pig production environment.

Poultry
The Poultry Industry is established in all states of Australia with the focus of the industry in the three eastern states. It is located around capital cities or major provincial centres that are close to cereal grain cropping areas. It comprises two main sectors; poultry meat and egg layer industries. Poultry industry enterprises range from large corporations through to small owner operators. Animal welfare and biosecurity are two key issues which the industry is seeking to address through training.

The significant feedback from the poultry industry led to a major revision of the Certificate III in Poultry Production to increase its flexibility and better meet the needs of both the egg and meat sectors of the industry. Following advice from the Poultry TRG, the Certificate II in Poultry Production Operations and Certificate IV in Poultry Production qualifications have been discontinued as neither qualification had significant uptake. In the case of the Certificate II, entry level participants can now access a number of poultry specific Skill Sets or the generalist Certificate II in Agriculture.

Eight new Skill Sets and two new Units of Competency have been developed to meet industry needs.

Production Horticulture
Production horticulture is a very diverse industry which involves growing and harvesting fruit or vegetables. Production horticulture businesses produce fresh and dried fruit and vegetables for local
markets, processing and exporting. The range of produce is vast and could include many varieties of different fruits, nuts and vegetables. Many production horticulture businesses operate as farms growing vegetables, while others are based on extensive orchards. Some businesses are intensive and grow fruit, vegetables and mushrooms in controlled environments.

**Production Nursery**

Production or wholesale nurseries propagate and supply plants to supermarkets, retail nurseries, garden centres and landscapers. They are often large and are generally located on the outskirts of major cities. They may employ from ten to 100 staff. Some also maintain retail outlets.

Production nurseries can also be found in some municipal councils, government departments, landscape companies and ‘greening’ or revegetation organisations. These nurseries grow plants for local landscape and revegetation projects. Other businesses allied to the nursery industry include indoor plant hire and maintenance companies and suppliers of garden products.

**Retail Nursery**

Retail nurseries, also called Garden Centres, sell plants and gardening products to the general public. They employ workers with a good knowledge of plants and gardening products. Most importantly they require workers who can communicate well with customers.

**Seed Processing**

Seed processing involves the cleaning and grading of seed after it has been harvested and dried to meet required levels of physical purity and germination. Cleaning removes extraneous material while grading aims at removal of less developed, dead and diseased seeds. Careful handling and specific procedures are necessary to maintain seed vigour and a satisfactory shelf-life in storage. Workers in this industry operate seed processing equipment and machinery, pack and store seed including the operation of vehicles such as a forklift.

**Seed Production**

Seed production involves the growing of high quality seed to meet certified genetic purity standards. This seed is sold to farmers for planting of crops so it needs to be accurately labelled and free of seed diseases and weed contamination. Seed production work involves: ensuring the integrity of planting seed; properly identifying and labelling plants and fields; planting seeds on clean land which has not been used to grow the same crop in the recent past; removing rogue plants or plants which are not true to the variety’s characteristics; and employing physical isolation to ensure that pollination only occurs among plants of the desired variety.

**Seed Testing**

Seed testing is the science of evaluating seed quality for agricultural and horticultural purposes. This includes the physical quality of a seed lot including freedom from unwanted seeds and material, and evaluation of the germination potential of the seed. Seed may also be tested for freedom from seed-borne diseases. Seed testing plays a major role in the international trade in seed.
Shearing and Wool Handling

Professional shearers and wool handlers work as trades’ people within the wool harvesting industry sector. Regardless of level they are required to be physically fit, work quickly and consistently with their hands, work confidently with sheep and work as part of a team. These groups require vocational training for skills development at AQF levels 2 to 4.

This review identified a need to incorporate animal welfare units in a number of the Qualifications. This was achieved with a newly developed animal welfare unit and the inclusion of explicit reference to animal welfare policies in the relevant units.

It was also identified that the current Certificate IV in Shearing is not being used by the industry as the Certificate III in Shearing provided the required training for a Professional shearer. Industry representatives identified that there was a gap in training for Shearing Contractors who required small business, management and human resources skills to manage staff and run a contracting business. In response to this a Certificate IV in Shearing Contracting was developed and the Certificate IV in Shearing discontinued.

Sports Turf

The Sports Turf Industry involves the construction and maintenance of grassed and lawn areas which are used for sport and recreation. The turf industry employs people who look after and manage turf playing surfaces. There are several major employers including golf courses, bowling greens, tennis courts and cricket wickets, sports playing fields, ovals and racecourses, recreational parks and grounds, domestic and commercial mowing and lawn maintenance operations and commercial turf farms. Work in the turf industry focuses on the preparation and maintenance of these surfaces.

The work may involve early starting times and some weekend overtime. Skills in the operation of specialist machinery and equipment are required for work in this industry. At the supervisory and management level there is also emphasis on greens reconstruction and renovation, irrigation management, chemical use and healthy turf growth. Managers are responsible for budgets and may have to report to club committees.

Wool Classing

Wool Classers normally work in shearing sheds as a member of a wool harvesting and preparation team. Some work as wool valuers who assesses the value of the wool on behalf of wool buyers, brokers and domestic and overseas woollen mills or in wool rehandling facilities.

Industry feedback on the current wool classing qualifications indicated that there was a gap in specific shed hand skills which are required by wool classers. In response to this feedback, two shed hand skills and wool pressing units were included in the revised wool classing qualifications.

Animal welfare was also given more explicit reference in the wool classing Units of Competency.
Qualifications, Skill Sets and Units of Competency

The AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 contains:

- 97 AQF aligned qualifications;
- 46 skill sets;
- 877 native units of competency; and
- 281 imported units of competency.

Please refer to Appendix 1 for the full list of Qualifications, Skills Sets and Units of Competency.

Mapping to Previous Version of the Training Package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of Qualifications, Skill Sets and Units of Competency;
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent; and
- shows new components as well as any components removed from the Training Package.

Please refer to Appendix 2 for mapping information for Qualifications, Skill Sets and Units of Competency for the AHC Agriculture, Horticulture and Conservation and Land Management Release 1.1.

Skills Impact also recommends using the Compare Content Tool available on the www.training.gov.au (TGA) website for more information about specific changes.

Visit https://www.youtube.com/watch?v=EjhNe3Bu0H4 to watch a video on how to use this tool.
Implementation Information

Regulation and Licensing Implications for Implementation

Regulation or licensing issues are identified in the ‘Application’ section of Units of Competency and the ‘Qualification Description’ section of Qualifications. If there are no requirements, the following statement will appear: “No licensing, legislative or certification requirements apply to this Unit/Qualification at the time of publication”.

Requirements for Assessors

Assessor requirements are identified in the Assessment Conditions section of Units of Competency.

All Assessors must meet the requirements set by the applicable registering body (refer to the section ‘Who can Deliver and Assess a Qualification?’ in this Implementation Guide).

WHS Implications in the Industry

Work Health and Safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of Units of Competency; or
- including specific WHS units in Qualifications.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise Units of Competency by referring to the existing State or Territory Occupational Health and Safety (OHS) legislative requirements.

Health and Safety Implications

Where required, WHS requirements have been incorporated at a Unit of Competency level. They are either embedded within Units of Competency or specific WHS units have been developed and included at the Qualification level.

The term 'work health and safety' is used throughout Training Packages to allow application of National Model WHS Legislation or individual state based Occupational Health and Safety (OHS) Legislation as required.

There may be particular health and safety requirements applicable depending on the sector in which a person is working. Some examples in the agriculture, horticulture and conservation industry include: working with organic production;; working with chemical handling, working at heights, working with trees, working with irrigation and drainage, manual handling, working with agricultural machinery and equipment;; working with large animals;; working with and riding horses and working in cold environments.
Entry Requirements

Generally, individuals may commence a Qualification as long as they have the knowledge, skills or experience required for entry. The table below shows the Qualifications in the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1* with entry requirements:

<table>
<thead>
<tr>
<th>Qualification Code and Title</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Shearing</td>
<td>Industry requirements for participation in Certificate III in Shearing is to demonstrate shearing skills and knowledge at Certificate II in Shearing level</td>
</tr>
<tr>
<td>Certificate IV in Sports Turf Management</td>
<td>Industry requirements for participation in the Certificate IV in Sports Turf Management are Certificate III in Sports Turf Management or equivalent qualification in green keeping or turf management</td>
</tr>
<tr>
<td>Certificate IV in Seed Testing</td>
<td>Entrants into the Certificate IV in Seed Testing must hold the following units of competency or their equivalent:</td>
</tr>
<tr>
<td></td>
<td>AHCSDT301 Prepare a working sample</td>
</tr>
<tr>
<td></td>
<td>AHCSDT302 Identify seeds</td>
</tr>
<tr>
<td></td>
<td>AHCSDT304 Perform a seed purity analysis</td>
</tr>
<tr>
<td></td>
<td>AHCSDT305 Perform a seed moisture test</td>
</tr>
<tr>
<td></td>
<td>AHCSDT306 Perform a seed germination test</td>
</tr>
<tr>
<td></td>
<td>AHCSDT307 Perform a ‘Determination of Other Seeds by Number’ test</td>
</tr>
<tr>
<td></td>
<td>AHCWHS301 Contribute to work health and safety processes (or equivalent)</td>
</tr>
<tr>
<td></td>
<td>AHCWRK306 Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td></td>
<td>AHCWRK309 Apply environmentally sustainable work practice</td>
</tr>
<tr>
<td>Diploma of Sports Turf Management</td>
<td>Entrants must have completed the Certificate III in Sports Turf Management by course work or by Recognition of Prior Learning or an equivalent trade level qualification in green keeping or turf management</td>
</tr>
<tr>
<td>Advanced Diploma of Arboriculture</td>
<td>Industry require completion of the AHC50516 Diploma of Arboriculture before starting the Advanced Diploma of Arboriculture</td>
</tr>
<tr>
<td>Graduate Diploma of Arboriculture</td>
<td>Industry require completion of AHC60516 Advanced Diploma of Arboriculture before starting the Graduate Diploma of Arboriculture</td>
</tr>
</tbody>
</table>

The following qualifications do not have entry requirements but do have recommendations:
<table>
<thead>
<tr>
<th>Qualification Code and Title</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Viticulture</td>
<td>The Diploma of Viticulture does not have any formal entry requirements but does require assumed knowledge in the area. For more information, please see the Qualification</td>
</tr>
<tr>
<td>Certificate III in Aboriginal Sites Work</td>
<td>It is recommended that applicants should seek the endorsement of their local Aboriginal community and local Aboriginal leadership when enrolling in this Qualification</td>
</tr>
<tr>
<td>Certificate III in Seed Testing</td>
<td>It is recommended that applicants should be working under supervision in a seed testing laboratory</td>
</tr>
</tbody>
</table>

### Access and Equity Considerations

An individual's access to training and assessment should not be adversely affected by restrictions placed on the location or context of learning and assessment beyond the requirements specified in this Training Package.

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

- age;
- sexuality;
- gender;
- language, literacy or numeracy skills;
- cultural or ethnic background;
- employment status;
- disability;
- geographical location.

The design and content of this Training Package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners; and
- determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:
• modifying assessment processes and techniques for learners who are located at a distance from a campus location;;
• checking that materials are culturally appropriate for learners and amending, as necessary;; and/or
• making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Reasonable Adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as: the views of the learner;; the potential effect of the adjustment on the learner and others;; the costs and benefits of making the adjustment.

Adjustments must:

• be discussed and agreed to by the learner with a disability;;
• benefit the learner with a disability;;
• maintain the competency standards;; and
• be reasonable to expect in a workplace.

Adjustments are not required if they could:

• cause the RTO unjustifiable hardship;; and/or
• harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.
Foundation Skills

The term Foundation Skills is used in Training packages to describe non-technical skills at a basic level that underpin the development and application of more advanced job-related skills. Foundation Skills are required at all stages of a working person’s life and an improvement in this area of skill development can result in higher engagement, and higher productivity in the workforce.

In this Training Package the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employment skills described in the Core Skills for Work Developmental Framework (CSfW).

Resource and Equipment Requirements

RTOs must make sure that all resources and equipment required to train and assess Units of Competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment Conditions sections of Assessment Requirements documents.

Modes of Delivery

Training and Assessment in Simulated Environments

Units of Competency in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 may be delivered and assessed in the workplace or in a simulated environment.

To maintain the integrity of training and assessment, RTOs, Trainers and Assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

Workplace Simulation Criteria

In conducting training and assessment in a simulated workplace environment, Trainers and Assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. **Quality** – The work is of the standard required for entry into the industry.
2. **Productivity** – The work is performed within a timeframe appropriate for entry to the industry.
3. **Safety** – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of Units of Competency.

Assessing in Simulated Environments

Simulations must provide opportunities for integrated assessment of competence that include:
performing the task (Task Skills);;
managing a number of tasks (Task Management Skills);;
dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (Contingency Management Skills);;
fulfilling the responsibilities and expectations of the job and workplace, including working with others (Job/Role Environment Skills); and
transferring competencies to new contexts.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following checklist can be used to make sure that some key points are considered.

<table>
<thead>
<tr>
<th>Does the Assessment allow the learner to:</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>deal with typical customers, including difficult customers and diverse types of customers?</td>
<td></td>
</tr>
<tr>
<td>use facilities, equipment and materials that meet current industry standards?</td>
<td></td>
</tr>
<tr>
<td>plan and prioritise multiple tasks to meet deadlines?</td>
<td></td>
</tr>
<tr>
<td>experience the typical workflow for the industry?</td>
<td></td>
</tr>
<tr>
<td>require adherence to service standards, workplace procedures, health and safety requirements?</td>
<td></td>
</tr>
<tr>
<td>work with others as part of a team?</td>
<td></td>
</tr>
<tr>
<td>consider constraints and pressures met in the workplace, e.g. budget, time, resource availability?</td>
<td></td>
</tr>
</tbody>
</table>

To further enhance the validity of assessment process using simulation, the Assessor should consider:

- assessments covering a range of interconnected units of competency;
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met;
- use of self-assessment, peer assessment and debriefing activities; and/or
- use of authentic workplace documentation.
Australian Apprenticeships

Apprenticeships and Traineeships are legally binding training arrangements, between an employer and an employee, that combine training with paid employment. Apprenticeships and Traineeships are established and administered by State or Territory Training Authorities (STAs). STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites of all STAs. Visit http://www.australianapprenticeships.gov.au for more information.

Qualifications suited to Australian Apprenticeship pathways are identified in the Qualification Description. RTOs should contact relevant jurisdictional agencies to clarify available support for implementation of these qualifications.

VET for Secondary Students

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school.

Successful completion of a VET program provides a student with a nationally recognised AQF qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status;
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools; and
- schools work in partnership with RTOs.

In some State and Territory school systems students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The following qualifications from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 may be suitable for delivery to secondary students:

- Certificate I in Conservation and Land Management

RTOs are advised to check requirements with the relevant State/Territory authority.

Training and Assessment Issues for Schools

Implementation of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 within the school sector, while encouraged, needs to ensure:
• the currency of skills and knowledge of those who train and assess students;
• access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace;
• comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency; and
• current and realistic learning and assessment experiences.

Legal Considerations for Learners in the Workplace/On Placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.

RTOs using animals in training delivery are required to comply with the relevant State or Territory animal welfare and/or animal research (including teaching) legislation. *The Australian Code for the Case and Use of Animals for Scientific Purposes 2013* (the Code) is a Commonwealth code of practice which stipulates requirements and responsibilities of animal use in training delivery, for which all RTOs must adhere to. The Code is embedded in most, if not all, State and Territory animal welfare/animal research (including teaching) legislations.

In addition, different States and Territories may have licensing and/or accreditation requirements for RTOs using animals in training delivery. RTOs should check with their relevant State authorities for these requirements.

Where firearms are used, candidates must obtain licences prior to training in pest management units.

Overseeing compliance with federal, state and/or territory legislation is a significant requirement for all industry enterprises. Areas where legislative and regulatory compliance is important include, but are not limited to:

- Animal health, welfare and ethical obligations;
- Microbiological sampling and testing requirements;
- Biosecurity and quarantine procedures;
- Duty of care to workers;
- Euthanasia of animals;
- Local government regulations;
- Tree protection;
- Workplace health and safety responsibilities;
- Use of firearms;
- Use of agricultural pesticides and veterinary medicines;
- Waste handling and disposal.

**Qualifications**

**What is a Qualification?**

Qualifications are created by grouping Units of Competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the Qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework (AQF)* qualification types. *Vocational Education and Training* (VET) qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the *AQF*.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all Trainees, learners, Employers and Providers by enabling national recognition of Qualifications and Statements of Attainment.

For a full explanation of the *AQF*, see the *AQF* website: [http://www.aqf.edu.au](http://www.aqf.edu.au)

**Qualifications in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1**

Please refer to Appendix 1 for a list of qualifications.
Qualification structure

Qualifications are based on templates prescribed by the *NSSC Standards for Training Packages 2012*. The table explains the contents of each field for qualifications in this training package.

<table>
<thead>
<tr>
<th>Qualification Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Qualification has a unique eight-character code:</td>
</tr>
<tr>
<td>• the first three characters identify the Training Package;;</td>
</tr>
<tr>
<td>• the first number identifies the Qualification level;</td>
</tr>
<tr>
<td>• the next two numbers identify a Qualification's position in the sequence of Qualifications at that level;; and</td>
</tr>
<tr>
<td>• the last two numbers identify the year in which the Qualification was endorsed.</td>
</tr>
</tbody>
</table>

Example:

Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1

**Example**

AHC40116

The Qualification was endorsed in 2016

This is the 1st Qualification in the sequence at this AQF level

AQF Level 4

Qualification Title

The Qualification Title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

Qualification Description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

Entry Requirements

This is an optional field that specifies any mandatory entry requirements.
Packaging Rules
This field:
- specifies the total number of Units of Competency required to achieve the Qualification;
- specifies the number of core and elective units; and
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

Qualification Mapping Information
This field specifies the code and title of any equivalent Qualification.

Links
This field provides a link to the Companion Volume Implementation Guide.

Qualification Pathways and Occupational Outcomes

A pathway is the route or course of action taken to get to a destination. A training pathway generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:
- Off-the-Job training, e.g. attending classroom-based learning programs;
- On-the-Job training, e.g. Apprenticeships, Traineeships;
- Recognition of Prior Learning;; and/or
- Credit Transfer.

The following information and charts explain possible occupational outcomes for Qualifications in this Training Package, together with pathways between Qualifications.

Pathways Advice

Flexible pathways are available through AHC. The following pathways chart is provided to show the types of pathways into and from Qualifications that are possible. In the chart, solid arrows show direct relationships between Qualifications, dashed arrows indicate there is some relationship. These arrows simply indicate that learners may progress from one Qualification to another by building on acquired skills and knowledge and do not necessarily infer that one Qualification is required for entry to another. Additional pathways between Qualifications may be structured through recognition assessment in line with Packaging Rules for Qualifications.

The competencies in this Training Package may be attained in a number of ways including through:
• formal or informal education and training;;
• experiences in the workplace;;
• general life experience;; and/or
• any combination of the above.

Assessment leading to an AQF Qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two. Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the Assessment Requirements set out in the Training Package.

Selecting Electives for Different Outcomes

The Qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the Training Package, from other Training Packages and from Accredited Courses.

Skills Impact Ltd recommends that elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

• Qualification level;
• job role;;
• work outcomes;;
• local industry needs;; and
• area of specialisation (if required).
Agriculture and Agribusiness Pathway

Advanced Diploma of Agribusiness Management

Diploma of Agriculture

Certificate IV in Agribusiness

Certificate IV in Agribusiness Management Skill Set

Certificate IV in Agriculture

Certificate III in Agriculture

Cotton Industry Skill Set

Certificate II in Agriculture

Certificate II in Agriculture

Certificate I in Agrifoods Operations
Conservation and Land Management Pathway

- **Advanced Diploma in Conservation and Land Management**
  - Diploma in Community Coordination and Facilitation
  - Diploma in Conservation and Land Management
  - Certificate IV in Conservation and Land Management
  - Certificate III in Indigenous Land Management
    - Certificate III in Indigenous Land Management
    - Certificate III Lands, parks and wildlife
    - Certificate III Conservation and Land Management
    - Certificate III Conservation Earthwork
    - Certificate III Natural Area Restoration
  - Certificate III Pest Management
    - Vertebrate Pest Management Planning Skill Set
    - Certificate IV Pest Management
    - Certificate III Pest Management
    - Spray Operator Skill Set
  - Certificate II in Conservation and Land Management
  - Certificate I in Conservation and Land Management

- **Certificate III in Aboriginal Site Work**
- **Certificate III in Indigenous Land Management**
- **Certificate III in Indigenous Land Management**
- **Certificate II in Conservation and Land Management**
- **Certificate I in Conservation and Land Management**

Skills:
- Recognise Aboriginal Cultural Sites Skill Set
- Report on Aboriginal Cultural Sites Skill Set
- Identify plants for Indigenous Land Management Skill Set
- Recognise native and feral fauna Skill Set
- Recognise native fauna in Indigenous Land Management Skill Set
Dairy Production Pathway

- Advanced Diploma of Agribusiness Management
- Diploma of Agriculture
- Certificate IV in Agriculture
- Certificate III in Agriculture (Dairy Production)
- Certificate II in Agriculture
- Certificate I Agrifood Operations
Advanced Diploma of Agribusiness Management

Diploma of Agriculture

Certificate IV in Agriculture

Certificate III in Feedlot Operations

Certificate II in Agriculture

Certificate I Agrifood Operations
Organic Farming Pathway

Advanced Diploma of Agribusiness Management

- Diploma of Organic Farming
- Diploma of Agriculture

Certificate IV in Organic Farming

- Organic Crop Management Skill Set
- Organic Livestock Management Skill Set
- Prepare for and Manage Organic Farm Certification Skill Set
- Organic Horticulture Management Skill Set
Poultry Production Pathway

- Poultry Meat Industry Stockpersons Skill Set
- Poultry Health Skill Set
- Poultry Husbandry Skill Set
- Poultry Industry Egg Collection and Packing on Farm Skill Set
- Poultry Industry Egg Grading and Packing at Grading Floor Skill Set
- Poultry Industry Beak Tipping Skill Set
- Poultry Egg Industry Pullet Rearing Skill Set
- Poultry Egg Industry Stockpersons Skill Set

- Advanced Diploma of Agribusiness Management
- Diploma of Agriculture
- Certificate IV in Agriculture
- Certificate III in Poultry Production
- Certificate II in Agriculture
- Certificate I Agrifoods Operations
Production Horticulture and Floriculture Pathway

- Advanced Diploma of Agribusiness Management
- Diploma of Production Horticulture
- Certificate IV in Production Horticulture
- Certificate III in Production Horticulture
- Certificate III in Floriculture
- Certificate II in Production Horticulture
- Certificate II in Floriculture
- Certificate I Agrifood Operations
Seed Production Pathway

Advanced Diploma of Agribusiness Management

Diploma of Agriculture

Certificate IV in Seed Production

Certificate III in Seed Production
Shearing and Wool Pathway

Advanced Diploma of Agribusiness Management

Diploma of Agribusiness Management

Certificate IV in Shearing Contracting

Certificate III in Shearing

Certificate II in Shearing

Certificate IV in Wool Classing

Certificate III in Advanced Wool Handling

Certificate III in Wool Clip Preparation

Certificate II in Wool Handling

Certificate I Agrifood Operations
Skill Sets

What is a Skill Set?

Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

Skill Sets in AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1

Skill Sets themselves are non-endorsed components of Training Packages (however, they consist of endorsed Units of Competency). Skill Sets use a standard format developed by Skills Impact Ltd. The table below explains the contents of each field:

<table>
<thead>
<tr>
<th>Skill Set Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a unique code in the format: <code>&lt;Training Package code&gt; &lt;SS&gt; &lt;five digit code&gt;</code>.</td>
</tr>
</tbody>
</table>

Example:

```
Agriculture, Horticulture and Conservation and Land Management Training Package
```

```
Example
```

```
AHCSS00005
```

```
SS
Skill set identifier
```

```
00005
This is the 5th skill set in the sequence
```

<table>
<thead>
<tr>
<th>Skill Set Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Title reflects the Skill Set outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This field explains how the Skill Set meets the industry need or regulatory requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathways Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>This field explains the Skill Set's relationship to a Qualification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licensing/Regulatory Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>This field explains licensing or legislative requirements that may impact on the delivery of the Skill Set.</td>
</tr>
</tbody>
</table>
### Target Group
This field explains the types of individuals who will benefit from completing the Skill Set.

### Suggested Title and Words for Statement of Attainment
This field provides advice on a suitable title and words to use on a Statement of Attainment.

### Links
This field provides a link to the Companion Volume Implementation Guide.

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### Units of Competency

#### What is a Unit of Competency?
Units of Competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of Competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each Unit of Competency describes:

- a specific work activity and what it involves;
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted;
- knowledge and skills required to perform the work activity;
- foundation skills required to perform the work activity;
- how learners can show they are competent in the work activity;
- performance and knowledge evidence that must be considered in assessing competency of the unit; and
- conditions under which evidence for assessment must be gathered.

Units of Competency are not aligned to levels within the AQF because Units of Competency can be included across a range of Qualification levels. However, the Qualification in which a unit is first packaged in a Training Package is indicated in the unit code.
What is Competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks;
- managing a range of different tasks;
- responding to contingencies or breakdowns; and
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Units of Competency in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1

As well as native units, a range of Units of Competency have been imported into the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to Appendix 1 for a list of Units of Competency. This includes:

- Units of Competency native to this Training Package;
- imported Units of Competency; and
- Units of Competency with prerequisites.

Unit of Competency Structure

Units of Competency are based on templates prescribed by the NSSC Standards for Training Packages 2012. Under these Standards, a Unit of Competency comprises two separate documents: a Unit of Competency document and an Assessment Requirements document. The two tables below explain the contents of each field.
**Unit Code**

Each Unit of Competency has a unique code, which is assigned when the Training Package is endorsed, or when new Units of Competency are added to an endorsed Training Package:

- the first three characters identify the Training Package;;
- the next three characters indicate the competency stream or group;;
- the first number indicates the AQF Qualification in which the unit is first package;; and
- the next two numbers identify a unit’s position in the sequence of units in that competency stream or group.

Example:

| Agriculture, Horticulture and Conservation and Land Management Training Package Release 1.1 | Example AHCSCP211 |
| Screen Printing Stream | This is the 11th unit in the sequence in the Screen Printing Stream |
| This Unit was first packaged within a Certificate III |

**Unit Title**

The Title describes the unit outcome and comply with the length specified in the AVETMIS Standard (no more than 100 characters).

**Unit Application**

This field describes how the unit is practically applied, who would typically use it and the Unit of Competency’s relationship to licensing, legislative or certification requirements.

**Prerequisite Units**

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.
<table>
<thead>
<tr>
<th><strong>Unit Sector</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This field is used to categorise Units of Competency in relation to industry sectors or types of work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elements of Competency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Foundation Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This field describes the language, literacy, numeracy and employment skills that are essential to performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Range of Conditions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range Statement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Mapping Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This field specifies the code and title of any equivalent Unit of Competency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Links</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This field provides a link to the Companion Volume Implementation Guide.</td>
</tr>
</tbody>
</table>

### Assessment Requirements

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This field uses the format: Assessment Requirements for <code>{Unit of Competency Code and Title}</code>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Evidence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the Unit of Competency.</td>
</tr>
</tbody>
</table>
Knowledge Evidence

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the Unit of Competency safely and effectively.

Assessment Conditions

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies Assessor requirements.

Links

This field provides a link to the Companion Volume Implementation Guide.

Contextualisation of Units of Competency by RTOs

RTOs may contextualise Units of Competency to reflect local skill needs. Contextualisation could involve additions or amendments to the Unit of Competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the Unit of Competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a Unit of Competency.
Contacts and External Links

The contacts and links provided below are correct at the time of publishing.

Companion Volumes and Training Package Information

All Skills Impact Ltd Companion Volumes can be found on the Skills Impact Ltd Website at www.skillsimpact.com.au

Skills Impact

559A Queensberry Street
North Melbourne VIC 3051
Tel: (03) 9321 3526
Web: www.skillsimpact.com.au
Email: inquiry@skillsimpact.com.au

Department of Education and Training

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General

Australian Apprenticeships
www.australianapprenticeships.gov.au

http://www.aqf.edu.au/

Australian Skills Quality Authority (ASQA)
http://www.asqa.gov.au

TGA Website, Training Packages

Training Accreditation Council (Western Australia)
http://www.tac.wa.gov.au

Victorian Registration and Qualifications Authority (VRQA)
State and Territory Training Authorities

Northern Territory  http://www.dob.nt.gov.au
Western Australia  http://www.dtwd.wa.gov.au