AHC10 Agriculture, Horticulture and Conservation and Land Management

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# Modification History

### Version Modification History

| Version | Release Date | Comments |
| --- | --- | --- |
| 8 | 17 December 2013 | Five revised qualifications:   * AHC20513 Certificate II in Arboriculture * AHC32113 Certificate III in Commercial Seed Processing * AHC33013 Certificate III in Wool Clip Preparation * AHC41313 Certificate IV in Wool Classing * AHC50213 Diploma of Pork Production   One new unit of competency:   * AHCLSK334A Plan, prepare and conduct mulesing procedures   ISC Upgrades  One new Skill Set:   * AHCSS00025 Farm Business Management Skill Set   Five revised qualifications:   * AHC30110 Certificate III in Agriculture * AHC33311 Certificate III in Feedlot Operations * AHC40110 Certificate IV in Agriculture * AHC51010 Diploma of Sports Turf Management * AHC51410 Diploma of Agribusiness Management   Correction of minor typographical errors |
| 7 | 16 August 2013 | Four new units of competency:   * AHCBAC309A Sample and test grain and related commodities * AHCLSK418A Escort livestock during export * AHCPHT310A Coordinate horticultural crop harvesting * AHCPLY402A Supervise free-range poultry operations   ISC Upgrades:  Addition or replacement of elective units in the following qualifications:   * AHC30110 Certificate III in Agriculture * AHC30610 Certificate III in Production Horticulture * AHC33210 Certificate III in Floriculture * AHC40110 Certificate IV in Agriculture * AHC40210 Certificate IV in Poultry Production   Corrected unit name in AHC30310 Certificate III in Horse Breeding |
| 6 | 17 June 2013 | Fourteen new units of competency:   * AHCCFI501A Provide technical advice on the Carbon Farming Initiative * AHCCFI502A Assess the feasibility of a Carbon Farming Initiative project * AHCCFI503A Advise on Carbon Farming Initiative project planning and implementation * AHCCFI504A Monitor and report on a Carbon Farming Initiative project * AHCCFI505A Aggregate Carbon Farming Initiative projects * AHCCFI506A Plan a Carbon Farming Initiative livestock project * AHCCFI507A Plan a Carbon Farming Initiative waste or manure management project * AHCCFI508A Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar * AHCCFI509A Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project * AHCCFI510A Plan a Carbon Farming Initiative vegetation project * AHCCFI511A Plan a Carbon Farming Initiative project to avoid emissions from soil and crops * AHCHBR308A Maintain horses in a healthy state and safe environment * AHCHBR309A Determine nutritional requirements for horses * AHCLSK335A Conduct dropped ovary technique procedures for spaying cattle   One additional imported unit of competency:   * FNSFMK512 Apply knowledge of emissions markets   ISC Upgrades  Nine new Skill Sets:   * AHCSS00015 Carbon Farming Initiative Advisor Skill Set * AHCSS00016 Carbon Farming Initiative Business Skill Set * AHCSS00017 Carbon Farming Initiative Livestock Project Implementer Skill Set * AHCSS00018 Carbon Farming Initiative Waste and Manure Management Project Implementer Skill Set * AHCSS00019 Carbon Farming Initiative Soil or Biochar Project Implementer Skill Set * AHCSS00020 Carbon Farming Initiative Savannah Burning, Feral Animal, Rangelands Project Implementer Skill Set * AHCSS00021 Carbon Farming Initiative Vegetation Project Implementer Skill Set * AHCSS00022 Carbon Farming Initiative Emissions Avoidance from Soil and Crops Project Implementer Skill Set * AHCSS00023 Basic Introduction to Beekeeping Skill Set   Addition of elective units to the following qualifications:   * AHC30110 Certificate III in Agriculture * AHC50110 Diploma of Agriculture * AHC51110 Diploma of Conservation and Land Management * AHC51210 Diploma of Community Coordination and Facilitation * AHC51410 Diploma of Agribusiness |
| 5 | 1 March 2013 | Two new qualifications:   * AHC32513 Certificate III in Aboriginal-sites Work * AHC51513 Diploma of Viticulture   Thirteen new units in Aboriginal-sites work  Four new units in Indigenous land management  Five new units in Production horticulture  One new unit in Plants  Eleven additional imported units of competency  ISC Upgrades  Three new Skill Sets:   * Advanced Chemical Spray Application * Recognise Aboriginal Cultural Sites * Report on Aboriginal Cultural Sites   Update of superseded ILM units in the following qualifications:   * AHC31410 Certificate III in Conservation and Land Management * AHC31510 Certificate III in Indigenous Land Management * AHC31610 Certificate III in Lands, Parks and Wildlife * AHC51110 Diploma of Conservation and Land Management   Addition of elective units to the following qualifications:   * AHC20310 Certificate II in Production Horticulture * AHC30210 Certificate III in Agriculture (Dairy Production) * AHC30610 Certificate III in Production Horticulture * AHC30710 Certificate III in Horticulture * AHC40310 Certificate IV in Production Horticulture * AHC50110 Diploma of Agriculture * AHC50310 Diploma of Production Horticulture * AHC50410 Diploma of Horticulture * AHC51110 Diploma of Conservation and Land Management * AHC51410 Diploma of Agribusiness Management   Inclusion of more appropriate welding elective units in AHC30110 Certificate III in Agriculture  Replacement of elective unit TLID2010A Operate a forklift with TLILIC2001A Licence to operate a forklift truck in the following qualifications in response to changes in national licencing regulations:   * AHC20110 Certificate II in Agriculture * AHC20210 Certificate II in Poultry Production Operations * AHC20310 Certificate II in Production Horticulture * AHC21010 Certificate II in Conservation and Land Management * AHC21510 Certificate II in Floriculture * AHC32010 Certificate III in Beekeeping * AHC32111 Certificate III in Commercial Seed Processing * AHC32710 Certificate III in Rural Merchandising   Removal of elective unit TLID2010A Operate a forklift from AHC30110 Certificate III in Agriculture in response to changes in national licencing regulations  Correction of minor typographical error to AHCNSY203A  Modification to AHCLSK307A to broaden the application of the unit  Updated superseded equivalent imported units of competency |
| 4 | 15 October 2012 | Six new qualifications:   * AHC33412 Certificate III in Seed Production * AHC33512 Certificate III in Seed Testing * AHC41412 Certificate IV in Seed Production * AHC41512 Certificate IV in Seed Testing * AHC41612 Certificate IV in Organic Farming * AHC51812 Diploma of Organic Farming   Seven new units in Organic production  Twenty-seven new units in seed testing and seed production  Ten additional imported units of competency  ISC Upgrades:  New Skill Set for Seed Crop Field Inspectors  Updated superseded equivalent imported units of competency  Minor typographical corrections |
| 3 | 22 June 2012 | Five revised qualifications:   * AHC21112 Certificate II in Irrigation * AHC32412 Certificate III in Irrigation * AHC40812 Certificate IV in Sports Turf Management * AHC41112 Certificate IV in Irrigation * AHC51010 Diploma of Sports Turf Management (ISC upgrade to include additional electives)   Forty-seven new units of competency in irrigation and three new units of competency in sports turf management.  One revised irrigation unit of competency.  Two irrigation units of competency removed.  Nineteen additional imported units of competency.  ISC Upgrades  Edit for clarity in AHCMOM203A Range Statement.  Elective groupings in AHC20310 Certificate II in Production Horticulture, AHC30610 Certificate III in Production Horticulture and AHC40310 Certificate IV in Production Horticulture have been reorganised to allow greater flexibility.  Mapping information for AHCPCM402A corrected. |
| 2.1 | 20 October 2011 | Elective groupings in AHC20110 Certificate II in Agriculture and AHC30110 Certificate III in Agriculture have been reorganised to allow greater flexibility.  Minor typographical errors have been fixed in AHC33311 Certificate III in Feedlot Operations and AHC20710 Certificate II in Production Nursery. |
| 2 | 10 June 2011 | AHC33310 Certificate III in Feedlot Feeding and Milling, AHC33410 Certificate III in Feedlot Maintenance, and AHC33510 Certificate III in Feedlot Pen Riding replaced and superseded by AHC33311 Certificate III in Feedlot Operations  AHC32110 Certificate III in Commercial Seed Processing updated to comply with NQC flexibility in packaging rules policy |
| 1 | 10 June 2011 | Primary release |

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 8 - check whether this is the latest version by going to the National Training Information Service ( www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact AgriFood Skills Australia at http://www.agrifoodskills.net.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

History

The AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package is the result of merging three training packages and orphaned common units:

* RTD02 Conservation and Land Management
* RTE03 Rural Production
* RTF03 Amenity Horticulture
* ZZZ00 RTC common units

During 2006 AgriFood Skills Australia conducted a feasibility study to investigate the potential of merging the three Training Packages into one. The subsequent outcome of the study was the AgriFood Board’s approval to merge the Training Packages.

From the beginning of the project the concerns of the wide and varied stakeholder groups were considered to be the major focus of achieving the merged Training Package. In regard to the stakeholder needs it was clear that the qualification framework in particular, the packaging rules would need to cater for the diverse sectors.

Significant design work was undertaken to confirm a model for the qualifications that were identified for the merged package.

At the same time as the initial project work began to merge the packages the Training Package Review Phase 1 reports were completed for the three packages.

Another complication for the merged package was the requirement to respond to a number of national project findings relating to improving the understanding and application of the products and developed under the banner of Training Packages.

AgriFood considered a number options and adopted the decision to ‘go bold’ with a strategy to

* improve the clarity of competency standards
* increase the flexibility and job related outcomes with qualifications
* develop a model to support Training Packages implementation.

As a consequence the project initiatives shifted the focus from the endorsed components of the Training Package to include implementation products and systems as a means to improve the outcomes of industry training requirements.

The AHC10 Training Package is the result of this intensive focus to consolidate this package to represent a "fit for purpose" package that is well positioned to accommodate appropriate continuous improvement into the future.

The endorsement of the AHC10 Training Package that incorporates contemporary design is just one of the key outcomes of this project. The most significant achievement is the shift in thinking by many stakeholders to include a wider range of issues when they are considering the needs of industry relating to Training Packages.

Full List of AQF Qualifications in AHC10v8 Training Package

|  |  |
| --- | --- |
| Code | Title |
| AHC10110 | Certificate I in Conservation and Land Management |
| AHC10210 | Certificate I in AgriFood Operations |
| AHC20110 | Certificate II in Agriculture |
| AHC20210 | Certificate II in Poultry Production Operations |
| AHC20310 | Certificate II in Production Horticulture |
| AHC20410 | Certificate II in Horticulture |
| AHC20513 | Certificate II in Arboriculture |
| AHC20610 | Certificate II in Parks and Gardens |
| AHC20710 | Certificate II in Production Nursery |
| AHC20810 | Certificate II in Retail Nursery |
| AHC20910 | Certificate II in Sports Turf Management |
| AHC21010 | Certificate II in Conservation and Land Management |
| AHC21112 | Certificate II in Irrigation |
| AHC21210 | Certificate II in Rural Operations |
| AHC21310 | Certificate II in Shearing |
| AHC21410 | Certificate II in Wool Handling |
| AHC21510 | Certificate II in Floriculture |
| AHC21610 | Certificate II in Landscaping |
| AHC30110 | Certificate III in Agriculture |
| AHC30210 | Certificate III in Agriculture (Dairy Production) |
| AHC30310 | Certificate III in Horse Breeding |
| AHC30410 | Certificate III in Pork Production |
| AHC30510 | Certificate III in Poultry Production |
| AHC30610 | Certificate III in Production Horticulture |
| AHC30710 | Certificate III in Horticulture |
| AHC30810 | Certificate III in Arboriculture |
| AHC30910 | Certificate III in Landscape Construction |
| AHC31010 | Certificate III in Parks and Gardens |
| AHC31110 | Certificate III in Production Nursery |
| AHC31210 | Certificate III in Retail Nursery |
| AHC31310 | Certificate III in Sports Turf Management |
| AHC31410 | Certificate III in Conservation and Land Management |
| AHC31510 | Certificate III in Indigenous Land Management |
| AHC31610 | Certificate III in Lands, Parks and Wildlife |
| AHC31710 | Certificate III in Natural Area Restoration |
| AHC31810 | Certificate III in Vertebrate Pest Management |
| AHC31910 | Certificate III in Weed Management |
| AHC32010 | Certificate III in Beekeeping |
| AHC32113 | Certificate III in Commercial Seed Processing |
| AHC32210 | Certificate III in Commercial Composting |
| AHC32310 | Certificate III in Conservation Earthworks |
| AHC32412 | Certificate III in Irrigation |
| AHC32513 | Certificate III in Aboriginal-sites Work |
| AHC32610 | Certificate III in Rural Machinery Operations |
| AHC32710 | Certificate III in Rural Merchandising |
| AHC32810 | Certificate III in Rural Operations |
| AHC32910 | Certificate III in Shearing |
| AHC33013 | Certificate III in Wool Clip Preparation |
| AHC33110 | Certificate III in Advanced Wool Handling |
| AHC33210 | Certificate III in Floriculture |
| AHC33311 | Certificate III in Feedlot Operations |
| AHC33412 | Certificate III in Seed Production |
| AHC33512 | Certificate III in Seed Testing |
| AHC40110 | Certificate IV in Agriculture |
| AHC40210 | Certificate IV in Poultry Production |
| AHC40310 | Certificate IV in Production Horticulture |
| AHC40410 | Certificate IV in Horticulture |
| AHC40510 | Certificate IV in Parks and Gardens |
| AHC40610 | Certificate IV in Production Nursery |
| AHC40710 | Certificate IV in Retail Nursery |
| AHC40812 | Certificate IV in Sports Turf Management |
| AHC40910 | Certificate IV in Conservation and Land Management |
| AHC41010 | Certificate IV in Agribusiness |
| AHC41112 | Certificate IV in Irrigation |
| AHC41210 | Certificate IV in Shearing |
| AHC41313 | Certificate IV in Wool Classing |
| AHC41412 | Certificate IV in Seed Production |
| AHC41512 | Certificate IV in Seed Testing |
| AHC41612 | Certificate IV in Organic Farming |
| AHC50110 | Diploma of Agriculture |
| AHC50213 | Diploma of Pork Production |
| AHC50310 | Diploma of Production Horticulture |
| AHC50410 | Diploma of Horticulture |
| AHC50510 | Diploma of Arboriculture |
| AHC50610 | Diploma of Landscape Design |
| AHC50710 | Diploma of Parks and Gardens Management |
| AHC50810 | Diploma of Production Nursery Management |
| AHC50910 | Diploma of Retail Nursery Management |
| AHC51010 | Diploma of Sports Turf Management |
| AHC51110 | Diploma of Conservation and Land Management |
| AHC51210 | Diploma of Community Coordination and Facilitation |
| AHC51310 | Diploma of Pest Management |
| AHC51410 | Diploma of Agribusiness Management |
| AHC51513 | Diploma of Viticulture |
| AHC51610 | Diploma of Irrigation Management |
| AHC51710 | Diploma of Rural Machinery Management |
| AHC51812 | Diploma of Organic Farming |
| AHC60110 | Advanced Diploma of Agriculture |
| AHC60210 | Advanced Diploma of Horticulture |
| AHC60310 | Advanced Diploma of Agribusiness Management |
| AHC60410 | Advanced Diploma of Conservation and Land Management |

Full List of Units of Competency including Imported Units

#### AHC10v8 Units of Competency and their Pre-Requisite Requirements

|  |  |  |
| --- | --- | --- |
| Code | Title | Pre-Requisite |
| AHCAGB301A | Keep records for a primary production business |  |
| AHCAGB401A | Implement and monitor a property improvement plan |  |
| AHCAGB402A | Analyse and interpret production data |  |
| AHCAGB501A | Develop climate risk management strategies |  |
| AHCAGB502A | Plan and manage infrastructure requirements |  |
| AHCAGB503A | Plan and monitor production processes |  |
| AHCAGB504A | Plan production for the whole land/farm based business |  |
| AHCAGB505A | Develop a whole farm plan |  |
| AHCAGB601A | Develop export markets for produce |  |
| AHCAGB602A | Manage estate planning |  |
| AHCAGB603A | Manage the production system |  |
| AHCAGB604A | Analyse business performance |  |
| AHCAGB605A | Manage business capital |  |
| AHCAGB606A | Manage price risk through trading strategy |  |
| AHCAIS201A | Assist with artificial insemination procedures |  |
| AHCAIS301A | Collect semen |  |
| AHCAIS302A | Process and store semen |  |
| AHCAIS303A | Artificially inseminate livestock |  |
| AHCAIS401A | Supervise artificial breeding and/or embryo transfer programs |  |
| AHCARB201A | Apply a range of treatments to trees |  |
| AHCARB202A | Fell small trees |  |
| AHCARB203A | Perform above ground pruning |  |
| AHCARB204A | Undertake standard climbing techniques |  |
| AHCARB205A | Operate and maintain chainsaws |  |
| AHCARB206A | Undertake stump removal |  |
| AHCARB207A | Perform ground based rigging |  |
| AHCARB301A | Implement a tree maintenance program |  |
| AHCARB302A | Conduct tree inspections |  |
| AHCARB303A | Implement a tree pruning program |  |
| AHCARB304A | Fell trees with advanced techniques |  |
| AHCARB305A | Remove trees in confined spaces |  |
| AHCARB306A | Undertake aerial rescue |  |
| AHCARB307A | Undertake complex tree climbing |  |
| AHCARB308A | Install cable and bracing |  |
| AHCARB309A | Implement a tree protection program |  |
| AHCARB310A | Perform aerial rigging |  |
| AHCARB501A | Assess trees |  |
| AHCARB502A | Identify, select and specify trees |  |
| AHCARB503A | Diagnose tree diseases |  |
| AHCARB504A | Develop a tree protection program |  |
| AHCARB505A | Document and audit tree work |  |
| AHCASW301A | Protect places of Aboriginal cultural significance | AHCILM306A |
| AHCASW302A | Relate Aboriginal culture to sites work | AHCILM306A |
| AHCASW303A | Identify and record Aboriginal-sites, objects and cultural landscapes | AHCILM306A |
| AHCASW304A | Identify Indigenous culturally significant plants | AHCILM306A |
| AHCASW305A | Work with Aboriginal ceremonial secret sacred materials | AHCILM306A |
| AHCASW306A | Use technology in Aboriginal-sites work | AHCILM306A |
| AHCASW307A | Map Aboriginal cultural landscapes | AHCILM306A |
| AHCASW308A | Apply cultural significance to Aboriginal-sites and landscapes | AHCASW302A  AHCILM306A |
| AHCASW309A | Interpret Aboriginal cultural landscape | AHCASW302A  AHCILM306A |
| AHCASW310A | Move and store Aboriginal cultural material | AHCILM306A |
| AHCASW311A | Apply relevant legislation in Aboriginal-sites work |  |
| AHCASW312A | Maintain an Aboriginal cultural site | AHCILM306A |
| AHCASW501A | Survey and report on Aboriginal cultural sites | AHCILM306A |
| AHCBAC101A | Support agricultural crop work |  |
| AHCBAC201A | Assist agricultural crop establishment |  |
| AHCBAC202A | Assist agricultural crop maintenance |  |
| AHCBAC203A | Assist agricultural crop harvesting |  |
| AHCBAC204A | Prepare grain storages |  |
| AHCBAC205A | Operate cane haulage vehicle |  |
| AHCBAC301A | Conserve forage |  |
| AHCBAC302A | Establish pastures and crops for livestock production |  |
| AHCBAC303A | Prepare to receive grains/seeds |  |
| AHCBAC304A | Test grains/seeds on receival |  |
| AHCBAC305A | Undertake preparation of land for agricultural crop production |  |
| AHCBAC306A | Establish agricultural crops |  |
| AHCBAC307A | Maintain agricultural crops |  |
| AHCBAC308A | Undertake agricultural crop harvesting activities |  |
| AHCBAC309A | Sample and test grain and related commodities |  |
| AHCBAC401A | Manage pastures for livestock production |  |
| AHCBAC402A | Plan a pasture establishment program |  |
| AHCBAC403A | Supervise agricultural crop establishment |  |
| AHCBAC404A | Plan and implement agricultural crop maintenance |  |
| AHCBAC405A | Supervise agricultural crop harvesting |  |
| AHCBAC406A | Maintain grain quality in storage |  |
| AHCBAC407A | Save, prepare and store agricultural seed |  |
| AHCBAC501A | Manage agricultural crop production |  |
| AHCBAC502A | Manage forage conservation |  |
| AHCBAC503A | Manage integrated crop and pasture production |  |
| AHCBAC504A | Plan and manage a stored grain program |  |
| AHCBAC505A | Plan and manage long-term weed, pest and/or disease control in crops |  |
| AHCBAC506A | Manage the harvest of crops |  |
| AHCBAC507A | Develop production plans for crops |  |
| AHCBEK201A | Support beekeeping work |  |
| AHCBEK202A | Use a bee smoker |  |
| AHCBEK203A | Open and reassemble a beehive |  |
| AHCBEK204A | Construct and repair beehives |  |
| AHCBEK301A | Manage honey bee swarms |  |
| AHCBEK302A | Manipulate honey bee brood |  |
| AHCBEK303A | Re-queen a honey bee colony |  |
| AHCBEK304A | Remove a honey crop from a hive |  |
| AHCBEK305A | Extract honey |  |
| AHCBEK306A | Manage pests and disease within a honey bee colony |  |
| AHCBEK401A | Collect and store propolis |  |
| AHCBEK402A | Perform queen bee artificial insemination |  |
| AHCBEK403A | Produce and harvest royal jelly |  |
| AHCBEK404A | Provide bee pollination services |  |
| AHCBEK405A | Select and establish an apiary site |  |
| AHCBEK406A | Trap and store pollen |  |
| AHCBEK407A | Rear queen bees |  |
| AHCBIO201A | Inspect and clean machinery for plant, animal and soil material |  |
| AHCBIO202A | Follow site quarantine procedures |  |
| AHCBIO301A | Work effectively in an emergency disease or plant pest response |  |
| AHCBIO302A | Identify and report unusual disease or plant pest signs |  |
| AHCBIO303A | Carry out emergency disease or plant pest control procedures at infected premises |  |
| AHCBIO304A | Carry out movement and security procedures |  |
| AHCBIO305A | Monitor and review biosecurity measures |  |
| AHCBIO401A | Supervise activities on infected premises |  |
| AHCBIO402A | Carry out field surveillance for a specific emergency disease or plant pest |  |
| AHCBIO403A | Plan and implement a biosecurity program |  |
| AHCBIO501A | Manage active operational emergency disease or plant pest sites |  |
| AHCBIO502A | Manage the implementation of an emergency disease or plant pest control program |  |
| AHCBIO601A | Plan and oversee an emergency disease or plant pest control program |  |
| AHCBUS301A | Use hand held e-business tools |  |
| AHCBUS401A | Administer finance, insurance and legal requirements |  |
| AHCBUS402A | Cost a project |  |
| AHCBUS403A | Support and review business structures and relationships |  |
| AHCBUS404A | Operate within a budget framework |  |
| AHCBUS405A | Participate in an e-business supply chain |  |
| AHCBUS501A | Manage staff |  |
| AHCBUS502A | Market products and services |  |
| AHCBUS503A | Negotiate and monitor contracts |  |
| AHCBUS504A | Prepare estimates, quotes and tenders |  |
| AHCBUS505A | Develop a marketing plan |  |
| AHCBUS506A | Develop and review a business plan |  |
| AHCBUS507A | Monitor and review business performance |  |
| AHCBUS508A | Prepare and monitor budgets and financial reports |  |
| AHCBUS601A | Manage capital works |  |
| AHCBUS602A | Review land management plans and strategies |  |
| AHCBUS603A | Develop and review a strategic plan |  |
| AHCBUS604A | Design and manage the enterprise quality management system |  |
| AHCBUS605A | Manage human resources |  |
| AHCBUS606A | Develop a monitoring, evaluation and reporting program |  |
| AHCBUS607A | Implement a monitoring, evaluation and reporting program |  |
| AHCBUS608A | Manage risk |  |
| AHCCCF401A | Prepare project acquittal |  |
| AHCCCF402A | Report on project |  |
| AHCCCF403A | Obtain and manage sponsorship |  |
| AHCCCF404A | Contribute to association governance |  |
| AHCCCF405A | Develop community networks |  |
| AHCCCF406A | Facilitate ongoing group development |  |
| AHCCCF407A | Obtain resources from community and groups |  |
| AHCCCF408A | Promote community programs |  |
| AHCCCF409A | Participate in assessments of project submissions |  |
| AHCCCF410A | Support individuals in resource management change processes |  |
| AHCCCF411A | Develop approaches to include cultural and human diversity |  |
| AHCCCF412A | Coordinate board/committee elections |  |
| AHCCCF413A | Service committees |  |
| AHCCCF414A | Coordinate fund-raising activities |  |
| AHCCCF415A | Coordinate social events to support group purposes |  |
| AHCCCF416A | Present proposed courses of action to meeting |  |
| AHCCCF501A | Evaluate project submissions |  |
| AHCCCF502A | Facilitate development of group goals and projects |  |
| AHCCCF503A | Promote group formation and development |  |
| AHCCCF504A | Support group and community changes in resource management |  |
| AHCCCF505A | Contribute to regional planning process |  |
| AHCCCF506A | Manage the incorporation of a group |  |
| AHCCCF601A | Map regional issues and stakeholders |  |
| AHCCFI501 | Provide technical advice on the Carbon Farming Initiative |  |
| AHCCFI502 | Assess the feasibility of a Carbon Farming Initiative project |  |
| AHCCFI503 | Advise on Carbon Farming Initiative project planning and implementation |  |
| AHCCFI504 | Monitor and report on a Carbon Farming Initiative project |  |
| AHCCFI505 | Aggregate Carbon Farming Initiative projects |  |
| AHCCFI506 | Plan a Carbon Farming Initiative livestock project |  |
| AHCCFI507 | Plan a Carbon Farming Initiative waste or manure management project |  |
| AHCCFI508 | Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar |  |
| AHCCFI509 | Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project |  |
| AHCCFI510 | Plan a Carbon Farming Initiative vegetation project |  |
| AHCCFI511 | Plan a Carbon Farming Initiative project to avoid emissions from soil or crops |  |
| AHCCHM101A | Follow basic chemical safety rules |  |
| AHCCHM201A | Apply chemicals under supervision |  |
| AHCCHM301A | Conduct fumigation in enclosed spaces |  |
| AHCCHM302A | Fumigate soil using chemicals |  |
| AHCCHM303A | Prepare and apply chemicals |  |
| AHCCHM304A | Transport, handle and store chemicals |  |
| AHCCHM305A | Conduct manual fumigation of vertebrate and invertebrate pests |  |
| AHCCHM401A | Minimise risks in the use of chemicals |  |
| AHCCHM402A | Plan and implement a chemical use program |  |
| AHCCHM403A | Prepare safe operating procedures for calibration of equipment |  |
| AHCCHM501A | Develop and manage a chemical use strategy |  |
| AHCCOM201A | Assess and receive raw materials for composting |  |
| AHCCOM202A | Recognise and respond to fire emergencies on a composting site |  |
| AHCCOM203A | Recognise raw materials, production processes and products on a composting site |  |
| AHCCOM301A | Operate compost processing plant, machinery and equipment |  |
| AHCCOM302A | Dispatch materials and composted product |  |
| AHCCOM303A | Operate a compost bagging process |  |
| AHCCOM401A | Develop a composting recipe |  |
| AHCCOM402A | Plan and schedule compost production |  |
| AHCCOM501A | Identify and secure raw materials supply for compost production |  |
| AHCDER401A | Handle, store and grade deer velvet |  |
| AHCDER501A | Comply with deer industry national velvet accreditation requirements |  |
| AHCDER502A | Harvest deer velvet |  |
| AHCDES501A | Design sustainable landscapes |  |
| AHCDES502A | Prepare a landscape project design |  |
| AHCDES503A | Assess landscape sites |  |
| AHCDES504A | Design for construction of landscape features |  |
| AHCDRG201A | Maintain drainage systems |  |
| AHCDRG301A | Install drainage systems |  |
| AHCDRG302A | Measure drainage system performance |  |
| AHCDRG303A | Troubleshoot drainage systems |  |
| AHCDRG501A | Design drainage systems |  |
| AHCDRY201A | Milk livestock |  |
| AHCDRY301A | Coordinate milking operations |  |
| AHCDRY302A | Operate a dairy recycling system |  |
| AHCDRY401A | Manage milking shed routines |  |
| AHCEXP301A | Handle and store explosives |  |
| AHCEXP302A | Identify and select explosive products |  |
| AHCEXP303A | Prepare and use explosives |  |
| AHCFAU201A | Recognise fauna |  |
| AHCFAU301A | Respond to wildlife emergencies |  |
| AHCFAU501A | Manage fauna populations |  |
| AHCFIR201A | Assist with prescribed burning |  |
| AHCFIR501A | Manage wildfire hazard reduction programs |  |
| AHCHBR101A | Support horse work |  |
| AHCHBR201A | Monitor horse health and welfare |  |
| AHCHBR202A | Handle young horses |  |
| AHCHBR203A | Provide daily care for horses |  |
| AHCHBR204A | Assist with mating procedures and parturition of horses |  |
| AHCHBR302A | Carry out basic hoof care procedures |  |
| AHCHBR303A | Carry out mare mating or artificial insemination procedures |  |
| AHCHBR304A | Educate, ride and care for horses and equipment |  |
| AHCHBR305A | Handle and care for stallions |  |
| AHCHBR306A | Prevent and treat equine injury and disease |  |
| AHCHBR307A | Assess suitability of horses for stock work |  |
| AHCHBR308A | Maintain horses in a healthy state and safe environment |  |
| AHCHBR309A | Determine nutritional requirements for horses |  |
| AHCHBR401A | Carry out stud stable management duties |  |
| AHCHBR402A | Supervise raising young horses |  |
| AHCHYD301A | Implement a maintenance program for hydroponic systems |  |
| AHCHYD302A | Install hydroponic systems |  |
| AHCHYD501A | Develop a plan for a hydroponic system |  |
| AHCILM201A | Maintain cultural places |  |
| AHCILM202A | Observe and report plants and/or animals |  |
| AHCILM203A | Record information about country |  |
| AHCILM301A | Propose appropriate uses of traditional customs |  |
| AHCILM302A | Provide appropriate information on cultural knowledge |  |
| AHCILM305A | Work with an Aboriginal community or organisation | AHCILM306A |
| AHCILM306A | Follow Aboriginal cultural protocols |  |
| AHCILM307A | Implement Aboriginal cultural burning practices | AHCILM306A |
| AHCILM401A | Protect places of cultural significance |  |
| AHCILM402A | Report on place of potential cultural significance |  |
| AHCILM403A | Contribute to the proposal for a negotiated outcome for a given area of country |  |
| AHCILM404A | Record and document community history |  |
| AHCILM405A | Develop work practices to accommodate cultural identity |  |
| AHCILM501A | Conduct field research into natural and cultural resources |  |
| AHCILM502A | Develop conservation strategies for cultural resources |  |
| AHCILM503A | Manage restoration of cultural places |  |
| AHCILM504A | Develop strategies for Indigenous land or sea management |  |
| AHCILM505A | Map relationship of business enterprise to culture and country |  |
| AHCILM506A | Operate within community cultures and goals |  |
| AHCILM508A | Propose a negotiated outcome for a given area of country |  |
| AHCILM509A | Plan burning activities for natural and cultural resource management |  |
| AHCILM510A | Plan for successful cultural practice at work | AHCILM306A |
| AHCILM601A | Manage cultural processes in an Indigenous organisation |  |
| AHCINF201A | Carry out basic electric fencing operations |  |
| AHCINF202A | Install, maintain and repair fencing |  |
| AHCINF203A | Maintain properties and structures |  |
| AHCINF204A | Fabricate and repair metal or plastic structures |  |
| AHCINF301A | Implement property improvement, construction and repair |  |
| AHCINF302A | Plan and construct an electric fence |  |
| AHCINF303A | Plan and construct conventional fencing |  |
| AHCIRG101A | Support irrigation work |  |
| AHCIRG201A | Assist with the operation of gravity fed irrigation |  |
| AHCIRG202A | Assist with the operation of pressurised irrigation |  |
| AHCIRG203A | Install micro-irrigation systems |  |
| AHCIRG204A | Lay irrigation and/or drainage pipes |  |
| AHCIRG205A | Maintain gravity-fed irrigation systems |  |
| AHCIRG206A | Maintain pressurised irrigation systems |  |
| AHCIRG207A | Carry out irrigation site preparation tasks |  |
| AHCIRG208A | Assist with the installation and maintenance of pumps and flow-control devices for irrigation |  |
| AHCIRG209A | Carry out installation tasks for low volume irrigation |  |
| AHCIRG210A | Carry out installation tasks for sprinkler irrigation |  |
| AHCIRG211A | Assist with low volume irrigation operations and maintenance |  |
| AHCIRG212A | Assist with sprinkler irrigation operations and maintenance |  |
| AHCIRG213A | Assist with surface irrigation operations and maintenance |  |
| AHCIRG214A | Install micro-irrigation systems for landscaping |  |
| AHCIRG301A | Implement a maintenance program for an irrigation system |  |
| AHCIRG302A | Install irrigation systems |  |
| AHCIRG303A | Measure irrigation delivery system performance |  |
| AHCIRG304A | Operate gravity fed irrigation systems |  |
| AHCIRG305A | Operate pressurised irrigation systems |  |
| AHCIRG306A | Troubleshoot irrigation systems |  |
| AHCIRG307A | Recommend irrigation products and services |  |
| AHCIRG308A | Monitor soils under irrigation |  |
| AHCIRG309A | Interpret and apply instructions to install pumps |  |
| AHCIRG310A | Operate and maintain irrigation pumping systems |  |
| AHCIRG311A | Install low volume irrigation components |  |
| AHCIRG312A | Install sprinkler irrigation components |  |
| AHCIRG313A | Install moving sprinkler irrigation components |  |
| AHCIRG314A | Install surface irrigation structures and equipment |  |
| AHCIRG315A | Interpret irrigation plans and drawings |  |
| AHCIRG316A | Implement a low volume irrigation maintenance program |  |
| AHCIRG317A | Implement a sprinkler irrigation maintenance program |  |
| AHCIRG318A | Implement a moving sprinkler irrigation maintenance program |  |
| AHCIRG319A | Implement a surface irrigation maintenance program |  |
| AHCIRG320A | Maintain and repair irrigation drainage systems |  |
| AHCIRG321A | Operate low volume irrigation systems |  |
| AHCIRG322A | Operate sprinkler irrigation systems |  |
| AHCIRG323A | Operate moving sprinkler irrigation systems |  |
| AHCIRG324A | Operate surface irrigation systems |  |
| AHCIRG325A | Operate irrigation technology |  |
| AHCIRG326A | Operate irrigation injection equipment |  |
| AHCIRG327A | Implement an irrigation schedule |  |
| AHCIRG401A | Acquire resources for irrigation installation and construction |  |
| AHCIRG402A | Determine hydraulic parameters for an irrigation system |  |
| AHCIRG404A | Implement an irrigation-related environmental protection program |  |
| AHCIRG405A | Plan and coordinate gravity-fed irrigation systems |  |
| AHCIRG406A | Plan on-site irrigation system installation and construction work |  |
| AHCIRG407A | Supervise on-site irrigation installation and construction work |  |
| AHCIRG408A | Schedule irrigations |  |
| AHCIRG410A | Select and manage pumping systems for irrigation |  |
| AHCIRG411A | Construct and install a low volume irrigation system |  |
| AHCIRG412A | Construct and install a sprinkler irrigation system |  |
| AHCIRG413A | Construct and install a moving sprinkler irrigation system |  |
| AHCIRG414A | Construct and install a surface irrigation system |  |
| AHCIRG415A | Interpret and apply irrigation designs |  |
| AHCIRG416A | Supervise low volume irrigation maintenance |  |
| AHCIRG417A | Supervise sprinkler irrigation maintenance |  |
| AHCIRG418A | Supervise moving sprinkler irrigation maintenance |  |
| AHCIRG419A | Supervise surface irrigation maintenance |  |
| AHCIRG420A | Manage a low volume irrigation system |  |
| AHCIRG421A | Manage a sprinkler irrigation system |  |
| AHCIRG422A | Manage a moving sprinkler irrigation system |  |
| AHCIRG423A | Manage a surface irrigation system |  |
| AHCIRG424A | Construct and install an irrigation drainage system |  |
| AHCIRG425A | Monitor and control irrigation drainage systems |  |
| AHCIRG426A | Evaluate water supply for irrigation |  |
| AHCIRG427A | Plan and supervise on-site irrigation system installation and construction work |  |
| AHCIRG428A | Provide irrigation sales and service |  |
| AHCIRG501A | Audit irrigation systems |  |
| AHCIRG502A | Design irrigation system maintenance and monitoring programs |  |
| AHCIRG503A | Design irrigation, drainage and water treatment systems |  |
| AHCIRG504A | Develop an irrigation and drainage management plan |  |
| AHCIRG505A | Establish and maintain an irrigation-related environmental protection program |  |
| AHCLPW301A | Supervise park visitor activities |  |
| AHCLPW303A | Construct access tracks |  |
| AHCLPW304A | Carry out inspection of designated area |  |
| AHCLPW305A | Perform diving for scientific purposes |  |
| AHCLPW306A | Undertake sampling and testing of water |  |
| AHCLPW401A | Process applications for changes in land use |  |
| AHCLPW402A | Implement land and sea management practices |  |
| AHCLPW403A | Inspect and monitor cultural places |  |
| AHCLPW404A | Produce maps for land management purposes |  |
| AHCLPW405A | Monitor biodiversity |  |
| AHCLPW501A | Develop a management plan for a designated area |  |
| AHCLPW503A | Assess applications for legislative compliance |  |
| AHCLPW504A | Review assessments for legislative compliance |  |
| AHCLPW505A | Implement natural and cultural resource management plans |  |
| AHCLPW506A | Investigate suspected breaches of Natural Resource |  |
|  | Management (NRM) legislation |  |
| AHCLPW601A | Coordinate the preparation of a regional resource management plan |  |
| AHCLSC101A | Support landscape work |  |
| AHCLSC201A | Assist with landscape construction work |  |
| AHCLSC202A | Construct low-profile timber or modular retaining walls |  |
| AHCLSC203A | Install aggregate paths |  |
| AHCLSC204A | Lay paving |  |
| AHCLSC205A | Install tree protection devices |  |
| AHCLSC301A | Set out site for construction works |  |
| AHCLSC302A | Construct landscape features using concrete |  |
| AHCLSC303A | Construct brick and/or block structures and features |  |
| AHCLSC304A | Erect timber structures and features |  |
| AHCLSC305A | Construct stone structures and features |  |
| AHCLSC306A | Implement a paving project |  |
| AHCLSC307A | Implement a retaining wall project |  |
| AHCLSC308A | Install metal structures and features |  |
| AHCLSC309A | Install water features |  |
| AHCLSC310A | Implement a tree transplanting program |  |
| AHCLSC401A | Supervise landscape project works |  |
| AHCLSC501A | Survey and establish site levels |  |
| AHCLSC502A | Manage landscape projects |  |
| AHCLSC503A | Manage a tree transplanting program |  |
| AHCLSK101A | Support extensive livestock work |  |
| AHCLSK102A | Support intensive livestock work |  |
| AHCLSK201A | Assist with feeding in a production system |  |
| AHCLSK202A | Care for health and welfare of livestock |  |
| AHCLSK203A | Carry out birthing duties |  |
| AHCLSK204A | Carry out regular livestock observation |  |
| AHCLSK205A | Handle livestock using basic techniques |  |
| AHCLSK206A | Identify and mark livestock |  |
| AHCLSK207A | Load and unload livestock |  |
| AHCLSK208A | Monitor livestock to parturition |  |
| AHCLSK209A | Monitor water supplies |  |
| AHCLSK210A | Muster and move livestock |  |
| AHCLSK211A | Provide feed for livestock |  |
| AHCLSK212A | Ride horses to carry out stock work |  |
| AHCLSK213A | Clean out production sheds |  |
| AHCLSK214A | Maintain production growing environments |  |
| AHCLSK215A | Carry out alpaca handling and husbandry operations |  |
| AHCLSK301A | Administer medication to livestock |  |
| AHCLSK302A | Mate and monitor reproduction of alpacas |  |
| AHCLSK303A | Carry out feedlot operations |  |
| AHCLSK304A | Carry out post-mortem examination of livestock |  |
| AHCLSK305A | Maintain livestock water supplies |  |
| AHCLSK306A | Coordinate and monitor production performance |  |
| AHCLSK307A | Euthanase livestock |  |
| AHCLSK308A | Identify and draft livestock |  |
| AHCLSK309A | Implement animal health control programs |  |
| AHCLSK310A | Implement feeding plans for intensive production |  |
| AHCLSK311A | Implement feeding plans for livestock |  |
| AHCLSK312A | Coordinate artificial insemination and fertility management of livestock |  |
| AHCLSK313A | Monitor livestock production growing environments |  |
| AHCLSK314A | Prepare animals for parturition |  |
| AHCLSK315A | Prepare for and implement natural mating of livestock |  |
| AHCLSK316A | Prepare livestock for competition |  |
| AHCLSK317A | Plan to exhibit livestock |  |
| AHCLSK318A | Rear newborn and young livestock |  |
| AHCLSK319A | Slaughter livestock |  |
| AHCLSK320A | Coordinate and monitor livestock transport |  |
| AHCLSK321A | Service and repair bores and windmills |  |
| AHCLSK322A | Transport farm produce or bulk materials |  |
| AHCLSK323A | Maintain and monitor feed stocks |  |
| AHCLSK324A | Care for and train working dogs |  |
| AHCLSK325A | Castrate livestock |  |
| AHCLSK326A | Mix and mill standard stockfeed |  |
| AHCLSK327A | Collect, store and administer colostrum |  |
| AHCLSK328A | Remove and facilitate reuse of effluent and manure from an intensive production system |  |
| AHCLSK329A | Implement procedures for calving |  |
| AHCLSK330A | Implement procedures for foaling down mares |  |
| AHCLSK331A | Comply with industry animal welfare requirements |  |
| AHCLSK332A | Monitor animals in intensive production systems |  |
| AHCLSK333A | Monitor pen condition and ration suitability |  |
| AHCLSK334A | Plan, prepare and conduct mulesing procedures |  |
| AHCLSK335A | Conduct dropped ovary technique procedures for spaying cattle |  |
| AHCLSK401A | Develop feeding plans for a production system |  |
| AHCLSK402A | Develop livestock feeding plans |  |
| AHCLSK404A | Implement and monitor animal welfare programs |  |
| AHCLSK405A | Implement intensive production systems |  |
| AHCLSK406A | Oversee animal marking operations |  |
| AHCLSK407A | Plan and monitor intensive production systems |  |
| AHCLSK408A | Pregnancy test animals |  |
| AHCLSK409A | Supervise animal health programs |  |
| AHCLSK410A | Supervise feedlot operations |  |
| AHCLSK411A | Supervise natural mating of livestock |  |
| AHCLSK412A | Arrange livestock purchases |  |
| AHCLSK413A | Design livestock handling facilities |  |
| AHCLSK414A | Arrange transport for farm produce or livestock |  |
| AHCLSK415A | Oversee alpaca farm activities |  |
| AHCLSK416A | Identify and select animals for breeding |  |
| AHCLSK417A | Manage horses for stock work |  |
| AHCLSK418A | Escort livestock during export |  |
| AHCLSK501A | Manage livestock production |  |
| AHCLSK502A | Arrange marketing of livestock |  |
| AHCLSK503A | Develop and implement a breeding strategy |  |
| AHCLSK504A | Develop livestock health and welfare strategies |  |
| AHCLSK505A | Develop production plans for livestock |  |
| AHCLSK506A | Design livestock effluent systems |  |
| AHCMER301A | Process customer complaints |  |
| AHCMER302A | Provide advice on hardware products |  |
| AHCMER303A | Sell products and services |  |
| AHCMER401A | Coordinate customer service and networking activities |  |
| AHCMER402A | Provide advice and sell machinery |  |
| AHCMER403A | Provide advice and sell farm chemicals |  |
| AHCMER404A | Provide advice on agronomic products |  |
| AHCMER405A | Provide advice on livestock products |  |
| AHCMER406A | Provide information on fertilisers and soil ameliorants |  |
| AHCMER501A | Develop a sales strategy for rural products |  |
| AHCMKH301A | Carry out minor service of milking equipment |  |
| AHCMKH303A | Service and repair milking equipment |  |
| AHCMKH304A | Monitor and provide advice on cleaning milking machines |  |
| AHCMKH305A | Mechanically test milking machines |  |
| AHCMKH401A | Carry out cleaning-time tests of milking machines |  |
| AHCMKH402A | Design and fabricate milking equipment installations |  |
| AHCMKH403A | Design and install on-farm milk cooling and storage |  |
| AHCMKH404A | Install milking equipment |  |
| AHCMKH405A | Performance test milking machines |  |
| AHCMOM101A | Assist with routine maintenance of machinery and equipment |  |
| AHCMOM201A | Operate two wheel motorbikes |  |
| AHCMOM202A | Operate tractors |  |
| AHCMOM203A | Operate basic machinery and equipment |  |
| AHCMOM204A | Undertake operational maintenance of machinery |  |
| AHCMOM205A | Operate vehicles |  |
| AHCMOM206A | Conduct grader operations |  |
| AHCMOM207A | Conduct front-end loader operations |  |
| AHCMOM208A | Conduct excavator operations |  |
| AHCMOM209A | Conduct dozer operations |  |
| AHCMOM210A | Conduct scraper operations |  |
| AHCMOM211A | Operate side by side utility vehicles |  |
| AHCMOM212A | Operate quad bikes |  |
| AHCMOM301A | Coordinate machinery and equipment maintenance and repair |  |
| AHCMOM302A | Perform machinery maintenance |  |
| AHCMOM304A | Operate machinery and equipment |  |
| AHCMOM305A | Operate specialised machinery and equipment |  |
| AHCMOM306A | Ground spread fertiliser and soil ameliorant |  |
| AHCMOM307A | Operate a cane harvester |  |
| AHCMOM308A | Operate broadacre and row crop harvest machinery and equipment |  |
| AHCMOM309A | Operate broadacre sowing machinery and equipment |  |
| AHCMOM310A | Operate land-forming machinery and equipment |  |
| AHCMOM311A | Operate precision control technology |  |
| AHCMOM312A | Operate row crop planting and seeding machinery and equipment |  |
| AHCMOM313A | Operate mobile irrigation machinery and equipment |  |
| AHCMOM314A | Transport machinery |  |
| AHCMOM315A | Operate chemical application machinery and equipment |  |
| AHCMOM401A | Conduct major repair and overhaul of machinery and equipment |  |
| AHCMOM402A | Supervise maintenance of property machinery and equipment |  |
| AHCMOM501A | Manage machinery and equipment |  |
| AHCMOM502A | Implement a machinery management system |  |
| AHCMOM601A | Analyse machinery options |  |
| AHCNAR101A | Support natural area conservation |  |
| AHCNAR102A | Support native seed collection |  |
| AHCNAR201A | Carry out natural area restoration works |  |
| AHCNAR202A | Maintain wildlife habitat refuges |  |
| AHCNAR301A | Maintain natural areas |  |
| AHCNAR302A | Collect and preserve biological samples |  |
| AHCNAR303A | Implement revegetation works |  |
| AHCNAR304A | Undertake direct seeding |  |
| AHCNAR401A | Supervise natural area restoration works |  |
| AHCNAR402A | Plan the implementation of revegetation works |  |
| AHCNAR501A | Manage natural areas on a rural property |  |
| AHCNAR502A | Conduct biological surveys |  |
| AHCNAR503A | Design a natural area restoration project |  |
| AHCNAR504A | Manage natural area restoration programs |  |
| AHCNAR505A | Plan river restoration works |  |
| AHCNAR506A | Develop and implement sustainable land use strategies |  |
| AHCNRM501A | Develop a coastal rehabilitation strategy |  |
| AHCNRM502A | Develop a water quality monitoring program |  |
| AHCNRM503A | Support the implementation of waterways strategies |  |
| AHCNRM504A | Interpret and report on catchment hydrology |  |
| AHCNRM505A | Provide technical advice on sustainable catchment management |  |
| AHCNRM506A | Plan and monitor works projects in catchments and waterways |  |
| AHCNRM507A | Manipulate and analyse data within geographic information systems |  |
| AHCNSY101A | Support nursery work |  |
| AHCNSY201A | Pot up plants |  |
| AHCNSY202A | Tend nursery plants |  |
| AHCNSY203A | Undertake propagation activities |  |
| AHCNSY204A | Maintain indoor plants |  |
| AHCNSY301A | Maintain nursery plants |  |
| AHCNSY302A | Receive and dispatch nursery products |  |
| AHCNSY303A | Install and maintain plant displays |  |
| AHCNSY304A | Deliver and promote sales of plants |  |
| AHCNSY305A | Prepare specialised plants |  |
| AHCNSY306A | Implement a propagation plan |  |
| AHCNSY307A | Operate fertigation equipment |  |
| AHCNSY401A | Plan a growing-on program |  |
| AHCNSY402A | Plan a propagation program |  |
| AHCOHS101A | Work safely |  |
| AHCOHS201A | Participate in OHS processes |  |
| AHCOHS301A | Contribute to OHS processes |  |
| AHCOHS401A | Maintain Occupational Health and Safety (OHS) processes |  |
| AHCOHS501A | Manage Occupational Health and Safety (OHS) processes |  |
| AHCORG101A | Support organic production |  |
| AHCORG401A | Manage biodynamic production |  |
| AHCORG402A | Manage organic livestock production |  |
| AHCORG403A | Manage organic soil improvement |  |
| AHCORG404A | Arrange selling through community based marketing |  |
| AHCORG405A | Implement sustainable practices in the organic farm based business |  |
| AHCORG406A | Oversee compliance with an organic certification scheme |  |
| AHCORG501A | Develop an organic management plan |  |
| AHCORG502A | Prepare the enterprise for organic certification |  |
| AHCORG503A | Design and document an organic farm landscape |  |
| AHCORG504A | Develop and manage a community based marketing supply chain |  |
| AHCORG505A | Develop and monitor a sustainable production plan |  |
| AHCORG506A | Manage an agro-ecology production system |  |
| AHCPCM201A | Recognise plants |  |
| AHCPCM202A | Collect, prepare and preserve plant specimens |  |
| AHCPCM301A | Implement a plant nutrition program |  |
| AHCPCM302A | Provide information on plants and their culture |  |
| AHCPCM303A | Identify plant specimens |  |
| AHCPCM401A | Recommend plants and cultural practices |  |
| AHCPCM402A | Develop a soil health and plant nutrition program |  |
| AHCPCM501A | Diagnose plant health problems |  |
| AHCPCM502A | Collect and classify plants |  |
| AHCPCM503A | Specify plants for landscapes |  |
| AHCPCM504A | Design and maintain a specialised landscape |  |
| AHCPCM505A | Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs |  |
| AHCPCM601A | Develop and implement a plant health management strategy |  |
| AHCPGD101A | Support gardening work |  |
| AHCPGD201A | Plant trees and shrubs |  |
| AHCPGD202A | Prepare and maintain plant displays |  |
| AHCPGD203A | Prune shrubs and small trees |  |
| AHCPGD204A | Transplant small trees |  |
| AHCPGD205A | Prepare a grave site |  |
| AHCPGD206A | Conduct visual inspection of park facilities |  |
| AHCPGD301A | Implement a plant establishment program |  |
| AHCPGD302A | Plan and maintain plant displays |  |
| AHCPGD303A | Perform specialist amenity pruning |  |
| AHCPGD304A | Implement a landscape maintenance program |  |
| AHCPGD305A | Conduct operational inspection of park facilities |  |
| AHCPGD306A | Implement a maintenance program for an aquatic environment |  |
| AHCPGD401A | Design plant displays |  |
| AHCPGD402A | Plan a plant establishment program |  |
| AHCPGD501A | Manage plant cultural practices |  |
| AHCPGD502A | Plan the restoration of parks and gardens |  |
| AHCPGD503A | Manage parks and reserves |  |
| AHCPGD504A | Develop and implement a streetscape management plan |  |
| AHCPGD505A | Conduct comprehensive inspection of park facilities |  |
| AHCPHT101A | Support horticultural production |  |
| AHCPHT201A | Plant horticultural crops |  |
| AHCPHT202A | Carry out canopy maintenance |  |
| AHCPHT203A | Support horticultural crop harvesting |  |
| AHCPHT204A | Undertake field budding and grafting |  |
| AHCPHT205A | Carry out postharvest operations |  |
| AHCPHT206A | Handle and move mushroom boxes |  |
| AHCPHT207A | Perform mushroom substrate process tasks |  |
| AHCPHT208A | Water mushroom crops |  |
| AHCPHT209A | Produce trellis dried grapes |  |
| AHCPHT301A | Carry out a crop regulation program |  |
| AHCPHT303A | Implement a post-harvest program |  |
| AHCPHT304A | Harvest horticultural crops mechanically |  |
| AHCPHT305A | Regulate crops |  |
| AHCPHT306A | Establish horticultural crops |  |
| AHCPHT307A | Prepare raw materials and compost the feedstocks |  |
| AHCPHT308A | Prepare value added compost-based products |  |
| AHCPHT309A | Supervise mushroom substrate preparation |  |
| AHCPHT310A | Coordinate horticultural crop harvesting |  |
| AHCPHT401A | Assess olive oil for style and quality |  |
| AHCPHT402A | Develop a crop regulation program |  |
| AHCPHT403A | Develop harvesting and processing specifications to produce an olive oil |  |
| AHCPHT404A | Implement and monitor a horticultural crop harvesting program |  |
| AHCPHT405A | Manage mushroom substrate preparation |  |
| AHCPHT406A | Control Phase II mushroom substrate process |  |
| AHCPHT407A | Manage mushroom crop development |  |
| AHCPHT408A | Oversee vineyard practices |  |
| AHCPHT502A | Develop a horticultural production plan |  |
| AHCPHT503A | Manage a controlled growing environment |  |
| AHCPHT504A | Develop a grape production plan |  |
| AHCPHT505A | Evaluate wine |  |
| AHCPHT506A | Manage a wine making process |  |
| AHCPLY201A | Collect store and handle eggs from breeder flocks |  |
| AHCPLY202A | Maintain health and welfare of poultry |  |
| AHCPLY203A | Set up shed for placement of day-old chickens |  |
| AHCPLY204A | Collect and pack eggs for human consumption |  |
| AHCPLY301A | Artificially inseminate birds |  |
| AHCPLY302A | Brood poultry |  |
| AHCPLY303A | Identify and sex birds |  |
| AHCPLY304A | Incubate eggs |  |
| AHCPLY305A | Beak trim chickens |  |
| AHCPLY306A | Clean and fumigate intensive production sheds |  |
| AHCPLY402A | Supervise free-range poultry operations |  |
| AHCPMG201A | Treat weeds |  |
| AHCPMG202A | Treat plant pests, diseases and disorders |  |
| AHCPMG301A | Control weeds |  |
| AHCPMG302A | Control plant pests, diseases and disorders |  |
| AHCPMG303A | Maintain biological cultures |  |
| AHCPMG304A | Release biological agents |  |
| AHCPMG401A | Define the pest problem in a local area |  |
| AHCPMG402A | Develop a pest management action plan within a local area |  |
| AHCPMG403A | Develop monitoring procedures for the local pest management strategy |  |
| AHCPMG404A | Coordinate the local pest management strategy |  |
| AHCPMG405A | Implement pest management action plans |  |
| AHCPMG406A | Investigate a reported pest treatment failure |  |
| AHCPMG407A | Monitor and evaluate the local pest management action plan |  |
| AHCPMG408A | Assess and monitor weed, pest and/or disease control programs |  |
| AHCPMG501A | Coordinate the pest management strategy in a regional or broader context |  |
| AHCPMG502A | Define the pest problem in a regional or broader context |  |
| AHCPMG503A | Develop a strategy for the management of target pests |  |
| AHCPMG504A | Develop a system for monitoring the pest management strategy |  |
| AHCPMG505A | Evaluate the pest management strategy |  |
| AHCPMG506A | Manage the implementation of legislation |  |
| AHCPMG601A | Develop a plant pest survey strategy |  |
| AHCPMG602A | Develop a plant pest destruction strategy |  |
| AHCPRK201A | Care for health and welfare of pigs |  |
| AHCPRK202A | Care for weaner and grower pigs |  |
| AHCPRK203A | Move and handle pigs |  |
| AHCPRK301A | Pregnancy test pigs |  |
| AHCPRK302A | Treat rectal prolapse in pigs |  |
| AHCPRK303A | Artificially inseminate pigs |  |
| AHCPRK304A | Mate pigs and monitor dry sow performance |  |
| AHCPRK401A | Implement a feeding strategy for pig production |  |
| AHCSAW201A | Conduct erosion and sediment control activities |  |
| AHCSAW301A | Construct conservation earthworks |  |
| AHCSAW302A | Implement erosion and sediment control measures |  |
| AHCSAW401A | Set out conservation earthworks |  |
| AHCSAW402A | Supervise on-site implementation of conservation earthworks |  |
| AHCSAW501A | Design control measures and structures |  |
| AHCSAW502A | Plan erosion and sediment control measures |  |
| AHCSAW503A | Plan conservation earthworks |  |
| AHCSDP301A | Undertake preparation of land for seed crops |  |
| AHCSDP302A | Establish seed crops |  |
| AHCSDP303A | Maintain seed crops |  |
| AHCSDP304A | Harvest seed crops |  |
| AHCSDP401A | Plan a seed crop establishment program |  |
| AHCSDP402A | Supervise seed crop establishment |  |
| AHCSDP403A | Plan and implement seed crop maintenance |  |
| AHCSDP404A | Supervise seed crop harvesting |  |
| AHCSDP405A | Inspect a seed crop for quality assurance purposes |  |
| AHCSDT301A | Prepare a working sample |  |
| AHCSDT302A | Identify seeds |  |
| AHCSDT303A | Perform a fluorescence test on seeds |  |
| AHCSDT304A | Perform a seed purity analysis |  |
| AHCSDT305A | Perform a seed moisture test |  |
| AHCSDT306A | Perform a seed germination test |  |
| AHCSDT307A | Perform a 'Determination of Other Seeds by Number' test |  |
| AHCSDT401A | Maintain a quarantine approved laboratory |  |
| AHCSDT402A | Prepare and maintain a seed reference collection |  |
| AHCSDT403A | Perform an Anguina test on annual ryegrass seed |  |
| AHCSDT404A | Develop and implement laboratory policy and procedures |  |
| AHCSDT405A | Handle & store quarantinable materials |  |
| AHCSDT406A | Undertake internal audits in a seed laboratory |  |
| AHCSDT407A | Perform an endophytic seed test |  |
| AHCSDT408A | Perform an electrophoresis test on a seed sample |  |
| AHCSDT409A | Perform a tetrazolium seed viability test |  |
| AHCSDT410A | Perform a seed vigour test |  |
| AHCSDT411A | Perform a 1000 seed weight test |  |
| AHCSHG101A | Undertake basic shearing and crutching |  |
| AHCSHG201A | Crutch sheep |  |
| AHCSHG202A | Assist in preparing for shearing and crutching |  |
| AHCSHG203A | Shear sheep to novice level |  |
| AHCSHG204A | Shear sheep to improver level |  |
| AHCSHG205A | Grind combs and cutters for machine shearing |  |
| AHCSHG206A | Prepare handpiece and downtube for machine shearing |  |
| AHCSHG207A | Shear goats |  |
| AHCSHG208A | Shear alpacas |  |
| AHCSHG209A | Support alpaca shearing operations |  |
| AHCSHG301A | Prepare livestock for shearing |  |
| AHCSHG302A | Prepare combs and cutters for machine shearing |  |
| AHCSHG303A | Maintain and service shearing handpieces |  |
| AHCSHG304A | Shear sheep to professional level |  |
| AHCSHG305A | Maintain consistent shearing performance |  |
| AHCSHG306A | Carry out post-shearing procedures |  |
| AHCSHG307A | Plan and prepare for alpaca shearing |  |
| AHCSHG401A | Apply advanced shearing techniques |  |
| AHCSHG402A | Conduct equipment experting for machine shearing |  |
| AHCSHG403A | Account for shearing shed supplies |  |
| AHCSHG404A | Manage shearing and crutching operations |  |
| AHCSHG405A | Arrange employment for shearing operations |  |
| AHCSHG406A | Prepare shearing team wages |  |
| AHCSHG407A | Oversee and instruct shed staff |  |
| AHCSOL201A | Determine basic properties of soil and/or growing media |  |
| AHCSOL301A | Prepare growing media |  |
| AHCSOL302A | Construct a soil profile |  |
| AHCSOL401A | Sample soils and interpret results |  |
| AHCSOL402A | Develop a soil use map for a property |  |
| AHCSOL403A | Prepare acid sulphate soil management plans |  |
| AHCSOL404A | Supervise acid sulphate soil remediation and management projects |  |
| AHCSOL501A | Monitor and manage soils for production |  |
| AHCSPO301A | Operate a screen cleaner for seed processing |  |
| AHCSPO302A | Operate an indent cylinder |  |
| AHCSPO303A | Operate a gravity table |  |
| AHCSPO304A | Operate seed modification machinery |  |
| AHCSPO305A | Operate seed treatment machinery |  |
| AHCSPO306A | Operate specialised seed processing machinery |  |
| AHCSPO307A | Handle, package and store commercial quantities of seed |  |
| AHCSPO308A | Sample seed before and after processing |  |
| AHCTEQ301A | Install and terminate extra low voltage wiring systems |  |
| AHCTRF101A | Support turf work |  |
| AHCTRF201A | Assist with turf construction |  |
| AHCTRF202A | Prepare turf surfaces for play |  |
| AHCTRF203A | Renovate grassed areas |  |
| AHCTRF204A | Support turf establishment |  |
| AHCTRF301A | Construct turf playing surfaces |  |
| AHCTRF302A | Establish turf |  |
| AHCTRF303A | Implement a grassed area maintenance program |  |
| AHCTRF304A | Monitor turf health |  |
| AHCTRF305A | Renovate sports turf |  |
| AHCTRF401A | Develop a sports turf maintenance program |  |
| AHCTRF402A | Plan and implement sports turf renovation |  |
| AHCTRF501A | Plan the establishment of sports turf playing surfaces |  |
| AHCTRF502A | Manage sports turf renovation programs | AHCTRF305A |
| AHCTRF503A | Develop sports turf management programs |  |
| AHCTRF504A | Manage sport turf facilities |  |
| AHCVPT201A | Clear features that harbour pest animals |  |
| AHCVPT202A | Muster pest animals |  |
| AHCVPT203A | Use firearms to humanely destroy animals |  |
| AHCVPT302A | Implement vertebrate pest control program |  |
| AHCVPT303A | Survey pest animals |  |
| AHCVPT304A | Conduct vertebrate pest activities from aircraft |  |
| AHCVPT305A | Tag and locate Judas animals |  |
| AHCVPT306A | Apply animal trapping techniques |  |
| AHCWAT201A | Set up, operate and maintain water delivery systems for compost |  |
| AHCWAT301A | Monitor and operate water treatment processes |  |
| AHCWAT501A | Design water treatment systems |  |
| AHCWAT502A | Manage water systems |  |
| AHCWOL101A | Support woolshed activities |  |
| AHCWOL201A | Pen sheep |  |
| AHCWOL202A | Perform board duties |  |
| AHCWOL203A | Carry out wool pressing |  |
| AHCWOL204A | Undertake basic skirting of alpaca fleece |  |
| AHCWOL301A | Appraise wool using industry descriptions |  |
| AHCWOL303A | Prepare wool based on its characteristics |  |
| AHCWOL304A | Prepare fleece wool for classing |  |
| AHCWOL305A | Prepare skirtings and oddments |  |
| AHCWOL306A | Supervise clip preparation |  |
| AHCWOL307A | Document a wool clip |  |
| AHCWOL308A | Prepare facilities for shearing and crutching |  |
| AHCWOL310A | Press wool for a clip |  |
| AHCWOL311A | Perform shed duties |  |
| AHCWOL312A | Class goat fibre |  |
| AHCWOL313A | Class alpaca fleece |  |
| AHCWOL401A | Determine wool classing strategies |  |
| AHCWOL402A | Use individual fleece measurements to prepare wool for sale |  |
| AHCWOL403A | Prepare for, implement and review wool harvesting, clip preparation and classing |  |
| AHCWOL404A | Establish work routines and manage wool harvesting and preparation staff |  |
| AHCWOL405A | Class fleece wool |  |
| AHCWRK101A | Maintain the workplace |  |
| AHCWRK201A | Observe and report on weather |  |
| AHCWRK202A | Observe environmental work practices |  |
| AHCWRK203A | Operate in isolated and remote situations |  |
| AHCWRK204A | Work effectively in the industry |  |
| AHCWRK205A | Participate in workplace communications |  |
| AHCWRK206A | Observe enterprise quality assurance procedures |  |
| AHCWRK207A | Collect and record production data |  |
| AHCWRK208A | Provide information on products and services |  |
| AHCWRK209A | Participate in environmentally sustainable work practices |  |
| AHCWRK301A | Collect samples for a rural production or horticulture monitoring program |  |
| AHCWRK302A | Monitor weather conditions |  |
| AHCWRK303A | Respond to emergencies |  |
| AHCWRK304A | Respond to rescue incidents |  |
| AHCWRK305A | Coordinate work site activities |  |
| AHCWRK306A | Comply with industry quality assurance requirements |  |
| AHCWRK307A | Develop and apply fertiliser and soil ameliorant product knowledge |  |
| AHCWRK308A | Handle bulk materials in storage area |  |
| AHCWRK310A | Provide on-job training support |  |
| AHCWRK311A | Conduct site inspections |  |
| AHCWRK313A | Implement and monitor environmentally sustainable work practices |  |
| AHCWRK401A | Implement and monitor quality assurance procedures |  |
| AHCWRK402A | Provide information on issues and policies |  |
| AHCWRK403A | Supervise work routines and staff performance |  |
| AHCWRK404A | Ensure compliance with pest legislation |  |
| AHCWRK501A | Plan, implement and review a quality assurance program |  |
| AHCWRK502A | Collect and manage data |  |
| AHCWRK503A | Prepare reports |  |
| AHCWRK504A | Assess new industry developments |  |
| AHCWRK505A | Manage trial and/or research material |  |
| AHCWRK507A | Implement professional practice |  |
| AHCWRK508A | Interpret legislation |  |
| AHCWRK509A | Provide specialist advice to clients |  |
| AHCWRK510A | Audit site operations |  |
| AHCWRK511A | Develop workplace policy and procedures for sustainability |  |
| AHCWRK601A | Monitor projects in a program |  |
| AHCWRK602A | Lead and manage community or industry organisations |  |
| AHCWRK603A | Design and conduct a field-based research trial |  |

### Imported Units of Competency in AHC10v8 Training Package

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| Code | Title | Origin |
| BSBADM504B | Plan or review administrative systems | BSB07 |
| BSBCMM401A | Make a presentation | BSB07 |
| BSBCUS301B | Deliver and monitor a service to customers | BSB07 |
| BSBCUS501C | Manage quality customer service | BSB07 |
| BSBDES403A | Develop and extend design skills and practice | BSB07 |
| BSBDES501A | Implement design solutions | BSB07 |
| BSBDES502A | Establish, negotiate and refine a design brief | BSB07 |
| BSBFIA301A | Maintain financial records | BSB07 |
| BSBFIA402A | Report on financial activity | BSB07 |
| BSBFIM501A | Manage budgets and financial plans | BSB07 |
| BSBHRM402A | Recruit, select and induct staff | BSB07 |
| BSBHRM506A | Manage recruitment selection and induction processes | BSB07 |
| BSBHRM604A | Manage employee relations | BSB07 |
| BSBINM201A | Process and maintain workplace information | BSB07 |
| BSBINM401A | Implement workplace information system | BSB07 |
| BSBITU203A | Communicate electronically | BSB07 |
| BSBITU305A | Conduct online transactions | BSB07 |
| BSBITU306A | Design and produce business documents | BSB07 |
| BSBITU404A | Produce complex desktop published documents | BSB07 |
| BSBMGT402A | Implement operational plan | BSB07 |
| BSBMGT617A | Develop and implement a business plan | BSB07 |
| BSBPRO301A | Recommend products and services | BSB07 |
| BSBREL402A | Build client relationships and business networks | BSB07 |
| BSBRES401A | Analyse and present research information | BSB07 |
| BSBRSK401A | Identify risk and apply risk management processes | BSB07 |
| BSBRSK501B | Manage risk | BSB07 |
| BSBSLS402A | Identify sales prospects | BSB07 |
| BSBSMB403A | Market the small business | BSB07 |
| BSBSMB405B | Monitor and manage small business operations | BSB07 |
| BSBSMB406A | Manage small business finances | BSB07 |
| BSBSUS301A | Implement and monitor environmentally sustainable work practices | BSB07 |
| BSBWHS302A | Apply knowledge of WHS legislation in the workplace | BSB07 |
| BSBWHS503A | Contribute to the systematic management of WHS risk | BSB07 |
| BSBWHS506A | Manage WHS hazards associated with plant | BSB07 |
| BSBWOR204A | Use business technology | BSB07 |
| BSBWOR402A | Promote team effectiveness | BSB07 |
| BSBWOR404A | Develop work priorities | BSB07 |
| BSBWOR501B | Manage personal work priorities and professional development | BSB07 |
| CHCCD404E | Develop and implement community programs | CHC08 |
| CPCCCM2010B | Work safely at heights | CPC08 |
| CPCCCM3001C | Operate elevated work platforms | CPC08 |
| CPCCCM3003A | Work safely around power sources, services and assets | CPC08 |
| CPCCDO3001A | Perform dogging | CPC08 |
| CPCCOHS1001A | Work safely in the construction industry | CPC08 |
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry | CPC08 |
| CPCPCM2007A | Carry out levelling | CPC08 |
| CPCPCM2014A | Carry out simple concreting and rendering | CPC08 |
| CPCPIG2011A | Design domestic urban irrigation systems | CPC08 |
| CPCPWT3007A | Connect irrigation systems from drinking water supply | CPC08 |
| CPPFES2005A | Demonstrate first attack firefighting equipment | CPP07 |
| CPPSIS4005A | Collect basic GPS data | CPP07 |
| CPPWMT5043A | Develop and implement an environmental management strategy | CPP07 |
| CPPWMT5045A | Develop site safety plans | CPP07 |
| CULATS501A | Work with Aboriginal and Torres Strait Islander cultural material | CUL04 |
| CULCNM303A | Move and store collection material | CUL04 |
| CULCNM503A | Manage the development of collections | CUL04 |
| CULCNM602A | Develop and monitor procedures for the movement and storage of collection material | CUL04 |
| CULMS002B | Research and evaluate Aboriginal or Torres Strait Islander cultural material | CUL04 |
| CULMS010B | Contribute to the preservation of cultural material | CUL04 |
| CUVACD302A | Produce computer-aided drawings | CUV11 |
| CUVACD303A | Produce technical drawings | CUV11 |
| FDFFS2001A | Implement the food safety program and procedures | FDF10 |
| FDFFS3001A | Monitor the implementation of quality and food safety programs | FDF10 |
| FDFGPS2011A | Operate a creamed honey manufacture process | FDF10 |
| FDFOP2003A | Clean equipment in place | FDF10 |
| FDFOP2004A | Clean and sanitize equipment | FDF10 |
| FDFOP2012A | Maintain food safety when loading, unloading and transporting food | FDF10 |
| FDFOP2013A | Implement sampling procedures | FDF10 |
| FDFOP2016A | Work in a food handling area for non-food handlers | FDF10 |
| FDFOP2023A | Operate a packaging process | FDF10 |
| FDFOP2038A | Operate a grinding process | FDF10 |
| FDFTEC3001A | Participate in a HACCP team | FDF10 |
| FDFWGG2001A | Bench graft vines | FDF10 |
| FDFWGG2002A | Carry out potting operations | FDF10 |
| FDFWGG2003A | Hand prune vines | FDF10 |
| FDFWGG2005A | Maintain callusing environment | FDF10 |
| FDFWGG2006A | Obtain and process rootlings | FDF10 |
| FDFWGG2008A | Train vines | FDF10 |
| FDFWGG2009A | Operate specialised canopy management equipment | FDF10 |
| FDFWGG2010A | Field graft vines | FDF10 |
| FDFWGG2013A | Deliver injection requirements | FDF10 |
| FDFWGG2015A | Support mechanical harvesting operations | FDF10 |
| FDFWGG2016A | Install and maintain vine trellis | FDF10 |
| FDFWGG2018A | Operate vineyard equipment | FDF10 |
| FDFWGG2020A | Carry out hot water treatment | FDF10 |
| FDFWGG2021A | Operate nursery cold storage facilities | FDF10 |
| FDFWGG2022A | Take and process vine cuttings | FDF10 |
| FDFWGG3002A | Coordinate canopy management activities | FDF10 |
| FDFWGG3004A | Coordinate nursery activities | FDF10 |
| FDFWGG3005A | Perform field nursery activities | FDF10 |
| FDFWGG3006A | Coordinate hand pruning activities | FDF10 |
| FDFWGG3009A | Monitor and maintain nursery plants | FDF10 |
| FDFWGG3010A | Implement a soil management program | FDF10 |
| FDFWGG3011A | Perform shed nursery activities | FDF10 |
| FNSFMK512A | Apply knowledge of emissions markets | FNS10 |
| FPICOT2221B | Trim and cross cut felled trees | FPI05 |
| FPICOT2234B | Operate 4x4 vehicle | FPI05 |
| FPICOT2239A | Trim and cut felled trees | FPI11 |
| FPICOT3202B | Navigate in remote or trackless areas | FPI05 |
| FPIFGM2201B | Collect seed | FPI05 |
| FPIFGM2208A | Fall trees manually (basic) | FPI05 |
| FPIFGM3201B | Manage seed collection | FPI05 |
| FPIFGM3202B | Extract seed | FPI05 |
| FPIFGM3204A | Fall trees manually (intermediate) | FPI05 |
| FPIFGM3205A | Fall trees manually (advanced) | FPI05 |
| FPIHAR2206B | Operate a mobile chipper/mulcher | FPI05 |
| HLTAID002 | Provide basic emergency life support | HLT |
| HLTFA201A | Provide basic emergency life support | HLT07 |
| HLTAID003 | Provide first aid | HLT |
| HLTFA301C | Apply first aid | HLT07 |
| HLTFA302C | Provide first aid in remote situation | HLT07 |
| LGACOM502B | Devise and conduct community consultations | LGA04 |
| LGALAND504A | Undertake effective consultation with Indigenous people on matters of cultural heritage | LGA04 |
| LGAPLEM508A | Manipulate and analyse data within geographic information systems | LGA04 |
| LGAREGS305A | Undertake animal or reptile control duties | LGA04 |
| MEM05004C | Perform routine oxy acetylene welding | MEM05 |
| MEM05007C | Perform manual heating and thermal cutting | MEM05 |
| MEM05012C | Perform routine manual metal arc welding | MEM05 |
| MEM05015D | Weld using manual metal arc welding process | MEM05 |
| MEM05017D | Weld using gas metal arc welding process | MEM05 |
| MEM05019D | Weld using gas tungsten arc welding process | MEM05 |
| MEM05049B | Perform routine gas tungsten arc welding | MEM05 |
| MEM05050B | Perform routine gas metal arc welding | MEM05 |
| MEM05051A | Select welding processes | MEM05 |
| MEM05052A | Apply safe welding practices | MEM05 |
| MEM12023A | Perform engineering measurements | MEM05 |
| MEM18001C | Use hand tools | MEM05 |
| MEM18002B | Use power tools/hand held operations | MEM05 |
| MSL904001A | Perform standard calibrations | MSL09 |
| MSL913002A | Plan and conduct laboratory/field work | MSL09 |
| MSL922001A | Record and present data | MSL09 |
| MSL924001A | Process and interpret data | MSL09 |
| MSL924002A | Use laboratory application software | MSL09 |
| MSL933001A | Maintain the laboratory/field workplace fit for purpose | MSL09 |
| MSL933004A | Perform calibration checks on equipment and assist with its maintenance | MSL09 |
| MSL934002A | Apply quality system and continuous improvement processes | MSL09 |
| MSL934003A | Maintain and control stocks | MSL09 |
| MSL973007A | Perform microscopic examination | MSL09 |
| NWP203B | Plan and organise personal work activities | NWP07 |
| NWP209B | Use maps, plans, drawings and specifications | NWP07 |
| NWP210B | Perform basic water quality tests | NWP07 |
| NWP215B | Install and replace basic volumetric metering equipment | NWP07 |
| NWP222A | Operate basic flow control and regulating devices in irrigation systems | NWP07 |
| NWP226B | Prepare and restore work site | NWP07 |
| NWP251B | Construct open earthen channels or drains | NWP07 |
| NWP252B | Construct and install irrigation delivery and stormwater drainage assets | NWP07 |
| NWP302A | Install meters for non-potable, non-urban water supplies | NWP07 |
| NWP304A | Maintain meters for non-potable, non-urban water supplies | NWP07 |
| NWP305B | Monitor and conduct minor maintenance of complex flow-control and metering devices | NWP07 |
| NWP316B | Monitor and schedule water deliveries | NWP07 |
| NWP362B | Monitor, operate and control reclaimed water irrigation | NWP07 |
| NWP401B | Coordinate and monitor the application of environmental plans and procedures | NWP07 |
| NWP410C | Coordinate and monitor asset construction and maintenance | NWP07 |
| NWP425B | Coordinate and monitor the operation of irrigation delivery systems | NWP07 |
| NWP512B | Implement and manage catchment management plan | NWP07 |
| NWP513B | Develop and review catchment management plan | NWP07 |
| NWP516B | Implement and manage surface water management plan | NWP07 |
| NWP517B | Develop and review surface water management plan | NWP07 |
| NWP518B | Prepare and report on data related to flood mitigation | NWP07 |
| NWP519B | Develop and report flood mitigation | NWP07 |
| PSPPM402B | Manage simple projects | PSP04 |
| PSPPM502B | Manage complex projects | PSP04 |
| PSPPM503B | Close complex projects | PSP04 |
| PSPPOL404A | Support policy implementation | PSP04 |
| PSPPOL603A | Manage policy implementation | PSP04 |
| PUACOM012B | Liaise with media at a local level | PUA00 |
| PUAEMR026 | Treat operational risk | PUA12 |
| PUAEMR027 | Assess operational risk | PUA12 |
| PUAFIR201B | Prevent injury | PUA00 |
| PUAFIR215 | Prevent injury | PUA12 |
| PUAFIR204B | Respond to wildfire | PUA00 |
| PUAFIR303A | Suppress wildfire | PUA00 |
| PUAFIR303B | Suppress wildfire | PUA00 |
| PUAFIR406B | Develop prescribed burning plans | PUA00 |
| PUAFIR407A | Conduct prescribed burning | PUA00 |
| PUAFIR601B | Develop and administer agency policy, procedures and practices | PUA00 |
| PUALAW001B | Protect and preserve incident scene | PUA00 |
| PUAOPE004A | Conduct briefings/debriefings | PUA00 |
| PUAOPE005A | Manage a multi team response | PUA00 |
| RGRPSH409A | Determine nutritional requirements for racing horses | RGR08 |
| RIIMPO304B | Conduct wheel loader operations | RII09 |
| RIIMPO318B | Conduct civil construction skid steer loader operations | RII09 |
| RIIMPO318D | Conduct civil construction skid steer loader operations | RII |
| RIIMPO319D | Conduct backhoe/loader operations | RII |
| RIIMPO324D | Conduct civil construction grader operations | RII |
| RIIOHS302A | Implement traffic management plan | RII09 |
| RIIWHS202D | Enter and work in confined spaces | RII |
| RIIWHS205D | Control traffic with stop-slow bat | RII |
| SIRXADM001A | Apply retail office procedures | SIR07 |
| SIRXADM002A | Coordinate retail office | SIR07 |
| SIRXCCS201 | Apply point-of-sale handling procedures | SIR07 |
| SIRXCCS202 | Interact with customers | SIR07 |
| SIRXCLM001A | Organise and maintain work areas | SIR07 |
| SIRXCLM402 | Manage store facilities | SIR07 |
| SIRXFIN201 | Balance and secure point-of-sale terminal | SIR07 |
| SIRXFIN002A | Perform retail finance duties | SIR07 |
| SIRXICT001A | Operate retail technology | SIR07 |
| SIRXINV002A | Maintain and order stock | SIR07 |
| SIRXINV004A | Buy merchandise | SIR07 |
| SIRXINV005A | Control inventory | SIR07 |
| SIRXMER004A | Manage merchandise and store presentation | SIR07 |
| SIRXMER201 | Merchandise products | SIR07 |
| SIRXMER202 | Plan, create and maintain displays | SIR07 |
| SIRXMER303 | Coordinate merchandise presentation | SIR07 |
| SIRXMER406 | Monitor in-store visual merchandising display | SIR07 |
| SIRXMPR001A | Profile a retail market | SIR07 |
| SIRXPRO007A | Improve supply and distribution chains | SIR07 |
| SIRXRSK002A | Maintain store security | SIR07 |
| SIRXRSK404 | Control store security | SIR07 |
| SIRXSLS201 | Sell products and services | SIR07 |
| SIRXSLS002A | Advise on products and services | SIR07 |
| SIRXSLS303 | Build relationships with customers | SIR07 |
| SIRXSLS406 | Manage sales and service delivery | SIR07 |
| SISXRES506A | Undertake open-space planning | SIS10 |
| SITTGDE101 | Interpret aspects of local Australian Indigenous culture | SIT12 |
| SITTGDE301 | Work as a guide | SIT12 |
| SITTGDE306 | Research and share general information on Australian Indigenous cultures | SIT12 |
| SITTGDE307 | Prepare specialised interpretive content on flora, fauna and landscape | SIT12 |
| SITTGDE309 | Prepare specialised interpretive content on cultural and heritage environments | SIT12 |
| SITTPPD402 | Develop interpretive activities | SIT12 |
| SITTPPD602 | Develop environmentally sustainable tourism operations | SIT12 |
| SITXCCS201 | Provide visitor information | SIT12 |
| SITXCOM301 | Address protocol requirements | SIT12 |
| SRXGOV001B | Participate as a member of an effective board of an organisation | SRS03 |
| SRXGOV004B | Work effectively with the board of an organisation | SRS03 |
| SRXGRO002A | Deal with conflict | SRS03 |
| TAEDEL301A | Provide work skill instruction | TAE10 |
| TLID1001A | Shift materials safely using manual handling methods | TLI10 |
| TLID2022A | Conduct weighbridge operations | TLI10 |
| TLIL5019A | Implement and monitor transport logistics | TLI10 |
| TLILIC2001A | Licence to operate a forklift truck | TLI10 |
| TLILIC2005A | Licence to operate a boom-type elevating work platform (boom length 11 meters or more) | TLI10 |
| TLIR4002A | Source goods/services and evaluate contractors | TLI10 |
| TLIR4003C | Negotiate a contract | TLI10 |

Qualification Mapping of AHC10 - all Versions

#### Qualification Mapping – AHC10v7 to AHC10v8

|  |  |  |  |
| --- | --- | --- | --- |
| AHC10v7 Qualification Code and Title | AHC10v8 Qualification Code and Title | Mapping | Comment |
| AHC20510 Certificate II in Arboriculture | AHC20513 Certificate II in Arboriculture | N | Changes to packaging rules and qualification core |
| AHC32111 Certificate III in Commercial Seed Processing | AHC32113 Certificate III in Commercial Seed Processing | N | Changes to packaging rules and qualification core |
| AHC33010 Certificate III in Wool Clip Preparation | AHC33010 Certificate III in Wool Clip Preparation | N | Updated core unit |
| AHC41310 Certificate IV in Wool Classing | AHC41310 Certificate IV in Wool Classing | N | Updated core unit |
| AHC50210 Diploma of Pork Production | AHC50213 Diploma of Pork Production | N | Changes to qualification core |

#### Qualification Mapping – AHC10v4 to AHC10v5

|  |  |  |  |
| --- | --- | --- | --- |
| AHC10v4 Qualification Code and Title | AHC10v5 Qualification Code and Title | Mapping | Comment |
|  | AHC32513 Certificate III in Aboriginal-sites Work |  | New qualification |
|  | AHC51513 Diploma of Viticulture |  | New qualification |

#### Qualification Mapping – AHC10v3 to AHC10v4

|  |  |  |  |
| --- | --- | --- | --- |
| AHC10v3 Qualification Code and Title | AHC10v4 Qualification Code and Title | Mapping | Comment |
|  | AHC33412 Certificate III in Seed Production |  | New qualification |
|  | AHC33512 Certificate III in Seed Testing |  | New qualification |
|  | AHC41412 Certificate IV in Seed Production |  | New qualification |
|  | AHC41512 Certificate IV in Seed Testing |  | New qualification |
|  | AHC41612 Certificate IV in Organic Farming |  | New qualification |
|  | AHC51812 Diploma of Organic Farming |  | New qualification |

#### Qualification Mapping – AHC10v2 to AHC10v3

|  |  |  |  |
| --- | --- | --- | --- |
| AHC10v2 Qualification Code and Title | AHC10v3 Qualification Code and Title | Mapping | Comment |
| AHC21110 Certificate II in Irrigation | AHC21112 Certificate II in Irrigation | N | This qualification supersedes but is not equivalent to AHC21110 |
| AHC32410 Certificate III in Irrigation | AHC32412 Certificate III in Irrigation | N | This qualification supersedes but is not equivalent to AHC32410 |
| AHC40810 Certificate IV in Sports Turf Management | AHC40812 Certificate IV in Sports Turf Management | E | This qualification supersedes and is equivalent to AHC40810 |
| AHC41110 Certificate IV in Irrigation | AHC41112 Certificate IV in Irrigation | N | This qualification supersedes but is not equivalent to AHC41110 |

#### Qualification Mapping – AHC10v1 to AHC10v2

|  |  |  |  |
| --- | --- | --- | --- |
| AHC10 Qualification Code and Title | AHC10v2 Qualification Code and Title | Mapping | Comment |
| AHC33310 Certificate III in Feedlot Feeding and Milling  AHC33410 Certificate III in Feedlot Maintenance  AHC33510 Certificate III in Feedlot Pen Riding | AHC33311 Certificate III in Feedlot Operations | E |  |
| AHC32110 Certificate III in Commercial Seed Processing | AHC32111 Certificate III in Commercial Seed Processing | E |  |

#### Qualification Mapping – RTD02 to AHC10v1

| RTD02 Qualification Code and Title | AHC10 Qualification Code and Title | Mapping | Comment |
| --- | --- | --- | --- |
| RTD10102 Certificate I in Conservation and Land Management | AHC10110 Certificate I in Conservation and Land Management | E |  |
| RTD20102 Certificate II in Conservation and Land Management | AHC21010 Certificate II in Conservation and Land Management | E |  |
| RTD30102 Certificate III in Conservation and Land Management | AHC31410 Certificate III in Conservation and Land Management | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Indigenous Land Management) | AHC31510 Certificate III in Indigenous Land Management | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Lands, Parks and Wildlife) | AHC31610 Certificate III in Lands, Parks and Wildlife | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Natural Area Restoration) | AHC31710 Certificate III in Natural Area Restoration | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Vertebrate Pest Management) | AHC31810 Certificate III in Vertebrate Pest Management | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Weed Management) | AHC31910 Certificate III in Weed Management | E |  |
| RTD30102 Certificate III in Conservation and Land Management (specialising in Conservation Earthworks) | AHC32310 Certificate III in Conservation Earthworks | E |  |
| RTD40102 Certificate IV in Conservation and Land Management | AHC40910 Certificate IV in Conservation and Land Management | E |  |
| RTD50102 Diploma of Conservation and Land Management | AHC51110 Diploma of Conservation and Land Management | E |  |
| RTD50102 Diploma of Conservation and Land Management (specialising in Community Coordination and Facilitation) | AHC51210 Diploma of Community Coordination and Facilitation | E |  |
| RTD50102 Diploma of Conservation and Land Management (specialising in Vertebrate Pest Management ) | AHC51310 Diploma of Pest Management | E |  |
| RTD50102 Diploma of Conservation and Land Management (specialising in Weed Management ) | AHC51310 Diploma of Pest Management | E |  |
| RTD60102 Advanced Diploma of Conservation and Land Management | AHC60410 Advanced Diploma of Conservation and Land Management | E |  |

#### Qualification Mapping – RTE03 to AHC10v1

|  |  |  |  |
| --- | --- | --- | --- |
| RTE03 Qualification Code and Title | AHC10 Qualification Code and Title | Mapping | Comment |
| RTE10103 Certificate I in Rural Operations | AHC10210 Certificate I in AgriFood Operations | E |  |
| RTE20103 Certificate II in Agriculture | AHC20110 Certificate II in Agriculture | E |  |
| RTE20103 Certificate II in Agriculture – poultry production pathway | AHC20210 Certificate II in Poultry Production Operations | E |  |
| RTE20603 Certificate II in Production Horticulture | AHC20310 Certificate II in Production Horticulture | E |  |
| RTE20203 Certificate II in Irrigation | AHC21110 Certificate II in Irrigation | E |  |
| RTE20703 Certificate II in Rural Operations | AHC21210 Certificate II in Rural Operations | E |  |
| RTE20403 Certificate II in Shearing | AHC21310 Certificate II in Shearing | E |  |
| RTE20303 Certificate II in Wool Handling | AHC21410 Certificate II in Wool Handling | E |  |
| RTE30103 Certificate III in Agriculture | AHC30110 Certificate III in Agriculture | E |  |
| RTE30203 Certificate III in Agriculture (Beef Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE30303 Certificate III in Agriculture (Cotton Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE30503 Certificate III in Agriculture (Goat Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE30603 Certificate III in Agriculture (Grain Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE31103 Certificate III in Agriculture (Sheep and Wool Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE31203 Certificate III in Agriculture (Sugar Production) | AHC30110 Certificate III in Agriculture | E |  |
| RTE30403 Certificate III in Agriculture (Dairy Production) | AHC30210 Certificate III in Agriculture (Dairy Production) | E |  |
| RTE30703 Certificate III in Agriculture (Horse Breeding) | AHC30310 Certificate III in Horse Breeding | E |  |
| RTE30903 Certificate III in Agriculture (Pig Production) | AHC30410 Certificate III in Pork Production | E |  |
| RTE31003 Certificate III in Agriculture (Poultry Production) | AHC30510 Certificate III in Poultry Production | E |  |
| RTE31603 Certificate III in Production Horticulture | AHC30610 Certificate III in Production Horticulture | E |  |
| RTE30103 Certificate III in Agriculture | AHC32010 Certificate III in Beekeeping | E |  |
| RTE32107 Certificate III in Commercial Composting | AHC32210 Certificate III in Commercial Composting | E |  |
| RTE31303 Certificate III in Irrigation | AHC32410 Certificate III in Irrigation | E |  |
| RTE31803 Certificate III in Rural Merchandising | AHC32710 Certificate III in Rural Merchandising | E |  |
| RTE31903 Certificate III in Rural Operations | AHC32810 Certificate III in Rural Operations | E |  |
| RTE31503 Certificate III in Shearing | AHC32910 Certificate III in Shearing | E |  |
| RTE31403 Certificate III in Wool Clip Preparation | AHC33010 Certificate III in Wool Clip Preparation | E |  |
| RTE32003 Certificate III in Advanced Wool Handling | AHC33110 Certificate III in Advanced Wool Handling | E |  |
| RTE40103 Certificate IV in Agriculture | AHC40110 Certificate IV in Agriculture | E |  |
| RTE40103 Certificate IV in Agriculture – poultry production pathway | AHC40210 Certificate IV in Poultry Production | E |  |
| RTE40503 Certificate IV in Production Horticulture | AHC40310 Certificate IV in Production Horticulture | E |  |
| RTE40603 Certificate IV in Rural Business | AHC41010 Certificate IV in Agribusiness | E |  |
| RTE40203 Certificate IV in Irrigation | AHC41110 Certificate IV in Irrigation | E |  |
| RTE40403 Certificate IV in Shearing | AHC41210 Certificate IV in Shearing | E |  |
| RTE40303 Certificate IV in Wool Classing | AHC41310 Certificate IV in Wool Classing | E |  |
| RTE50103 Diploma of Agriculture | AHC50110 Diploma of Agriculture | E |  |
| RTE50103 Diploma of Agriculture – pork production pathway | AHC50210 Diploma of Pork Production | E |  |
| RTE50303 Diploma of Production Horticulture | AHC50310 Diploma of Production Horticulture | E |  |
| RTE50403 Diploma of Rural Business Management | AHC51410 Diploma of Agribusiness Management | E |  |
| RTE50203 Diploma of Irrigation | AHC51610 Diploma of Irrigation Management | E |  |
| RTE60103 Advanced Diploma of Agriculture | AHC60110 Advanced Diploma of Agriculture | E |  |
| RTE60203 Advanced Diploma of Rural Business Management | AHC60310 Advanced Diploma of Agribusiness Management | E |  |
|  | AHC32110 Certificate III in Commercial Seed Processing |  | New qualification |
|  | AHC32610 Certificate III in Rural Machinery Operations |  | New qualification |
|  | ACH33310 Certificate III in Feedlot Feeding and Milling |  |  |
|  | ACH33410 Certificate III in Feedlot Maintenance |  | New qualification |
|  | ACH33510 Certificate III in Feedlot Pen Riding |  | New qualification |
|  | AHC51710 Diploma of Rural Machinery Management |  | New qualification |
| RTE20503 Certificate II in Crutching |  |  | Qualification removed |
| RTE20807 Certificate II in Commercial Composting |  |  | Qualification removed |
| RTE30803 Certificate III in Agriculture (Milk Harvesting) |  |  | Qualification removed |
| RTE31703 Certificate III in Rural Business |  |  | Qualification removed |
| RTE40707 Certificate IV in Commercial Composting |  |  | Qualification removed |
| RTE50507 Diploma of Commercial Composting |  |  | Qualification removed |

#### Qualification Mapping – RTF03 to AHC10v1

|  |  |  |  |
| --- | --- | --- | --- |
| RTF03 Qualification Code and Title | AHC10 Qualification Code and Title | Mapping | Comment |
| RTF10103 Certificate I in Horticulture | AHC10210 Certificate I in AgriFood Operations | E | Packaging rules changed. New units added to cover RTE10103 Certificate I in Agriculture and RTD10102 Certificate I in Conservation and Land Management |
| RTF20103 Certificate II in Horticulture | AHC20410 Certificate II in Horticulture | E |  |
| RTF20203 Certificate II in Horticulture (Arboriculture) | AHC20510 Certificate II in Arboriculture | E |  |
| RTF20303 Certificate II in Horticulture (Floriculture) | AHC21510 Certificate II in Floriculture | E |  |
| RTF20403 Certificate II in Horticulture (Landscape) | AHC21610 Certificate II in Landscaping | E |  |
| RTF20503 Certificate II in Horticulture (Retail Nursery) | AHC20810 Certificate II in Retail Nursery | N | Packaging rules changed |
| RTF20603 Certificate II in Horticulture (Wholesale Nursery) | AHC20710 Certificate II in Production Nursery | N | Packaging rules changed |
| RTF20703 Certificate II in Horticulture (Parks and Gardens) | AHC20610 Certificate II in Parks and Gardens | N | Packaging rules changed |
| RTF20803 Certificate II in Horticulture (Turf) | AHC20910 Certificate II in Sports Turf Management | N | Packaging rules changed |
| RTF30103 Certificate III in Horticulture | AHC30710 Certificate III in Horticulture | E |  |
| RTF30203 Certificate III in Horticulture (Arboriculture) | AHC30810 Certificate III in Arboriculture | N | New units written. Packaging rules changed |
| RTF30303 Certificate III in Horticulture (Floriculture) | AHC33210 Certificate III in Floriculture | E |  |
| RTF30403 Certificate III in Horticulture (Landscape) | AHC30910 Certificate III in Landscape Construction | N | Packaging rules changed |
| RTF30503 Certificate III in Horticulture (Retail Nursery) | AHC31210 Certificate III in Retail Nursery | N | Packaging rules changed |
| RTF30603 Certificate III in Horticulture (Wholesale Nursery) | AHC31110 Certificate III in Production Nursery | N | Packaging rules changed |
| RTF30703 Certificate III in Horticulture (Parks and Gardens) | AHC31010 Certificate III in Parks and Gardens | N | Packaging rules changed |
| RTF30803 Certificate III in Horticulture (Turf) | AHC31310 Certificate III in Sports Turf Management | N | Packaging rules changed |
| RTF40103 Certificate IV in Horticulture | AHC40410 Certificate IV in Horticulture | E |  |
| RTF40503 Certificate IV in Horticulture (Retail Nursery) | AHC40710 Certificate IV in Retail Nursery | N | Packaging rules changed |
| RTF40603 Certificate IV in Horticulture (Wholesale Nursery) | AHC40610 Certificate IV in Production Nursery | N | Packaging rules changed |
| RTF40703 Certificate IV in Horticulture (Parks and Gardens) | AHC40510 Certificate IV in Parks and Gardens | N | Packaging rules changed |
| RTF40803 Certificate IV in Horticulture (Turf) | AHC40810 Certificate IV in Sports Turf Management | N | Packaging rules changed |
| RTF50103 Diploma of Horticulture | AHC50410 Diploma of Horticulture | E |  |
| RTF50203 Diploma of Horticulture (Arboriculture) | AHC50510 Diploma of Arboriculture | N | New units written. Packaging rules changed |
| RTF50503 Diploma of Horticulture (Retail Nursery) | AHC50910 Diploma of Retail Nursery Management | N | Packaging rules changed |
| RTF50603 Diploma of Horticulture (Wholesale Nursery) | AHC50810 Diploma of Production Nursery Management | N | Packaging rules changed |
| RTF50703 Diploma of Horticulture (Parks and Gardens) | AHC50710 Diploma of Parks and Gardens Management | N | Packaging rules changed |
| RTF50803 Diploma of Horticulture (Turf) | AHC51010 Diploma of Sports Turf Management | N | Packaging rules changed |
| RTF60103 Advanced Diploma of Horticulture | AHC60210 Advanced Diploma of Horticulture | E |  |
|  | AHC50610 Diploma of Landscape Design |  | New qualification |
| RTF40203 Certificate IV in Horticulture (Arboriculture) |  |  | Qualification removed |
| RTF40303 Certificate IV in Horticulture (Floriculture) |  |  | Qualification removed |
| RTF40403 Certificate IV in Horticulture (Landscape) |  |  | Qualification removed |
| RTF50303 Diploma of Horticulture (Floriculture) |  |  | Qualification removed |
| RTF50403 Diploma of Horticulture (Landscape) |  |  | Qualification removed |
| RTE50507 Diploma of Commercial Composting |  |  | Qualification removed |

Unit Mapping AHC10v7 to AHC10v8

#### Units of Competency Mapping – AHC10v7 to AHC10v8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v7  Unit Code | AHC10v7 Unit Title | AHC10v8 Unit Code | AHC10v8 Unit Title | Mapping | Comments |
|  |  | AHCLSK334A | Plan, prepare and conduct mulesing procedures |  | New unit | |

Unit Mapping AHC10v6 to AHC10v7

#### Units of Competency Mapping – AHC10v6 to AHC10v7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v6  Unit Code | AHC10v6 Unit Title | AHC10v7 Unit Code | AHC10v7 Unit Title | Mapping | Comments |
|  |  | AHCBAC309A | Sample and test grain and related commodities |  | New unit | |
| AHCLSK403A | Escort livestock during export | AHCLSK418A | Escort livestock during export | N | New unit. Modified performance criteria in Element 2 to accurately reflect job function. | |
| AHCPHT302A | Coordinate horticultural crop harvesting | AHCPHT310A | Coordinate horticultural crop harvesting | N | New unit. Modified performance criteria in Element 2 to accurately reflect job function. | |
| AHCPLY401A | Supervise free-range poultry operations | AHCPLY402A | Supervise free-range poultry operations | N | New unit. Modified performance criteria in Element 2 to accurately reflect job function. | |

Unit Mapping AHC10v5 to AHC10v6

#### Units of Competency Mapping – AHC10v5 to AHC10v6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v5  Unit Code | AHC10v5 Unit Title | AHC10v6 Unit Code | AHC10v6 Unit Title | Mapping | Comments |
|  |  | AHCCFI501A | Provide technical advice on the Carbon Farming Initiative |  | New unit | |
|  |  | AHCCFI502A | Assess the feasibility of a Carbon Farming Initiative project |  | New unit | |
|  |  | AHCCFI503A | Advise on Carbon Farming Initiative project planning and implementation |  | New unit | |
|  |  | AHCCFI504A | Monitor and report on a Carbon Farming Initiative project |  | New unit | |
|  |  | AHCCFI505A | Aggregate Carbon Farming Initiative projects |  | New unit | |
|  |  | AHCCFI506A | Plan a Carbon Farming Initiative livestock project |  | New unit | |
|  |  | AHCCFI507A | Plan a Carbon Farming Initiative waste or manure management project |  | New unit | |
|  |  | AHCCFI508A | Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar |  | New unit | |
|  |  | AHCCFI509A | Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project |  | New unit | |
|  |  | AHCCFI510A | Plan a Carbon Farming Initiative vegetation project |  | New unit | |
|  |  | AHCCFI511A | Plan a Carbon Farming Initiative project to avoid emissions from soil or crops |  | New unit | |
|  |  | AHCHBR308A | Maintain horses in a healthy state and safe environment |  | New unit | |
|  |  | AHCHBR309A | Determine nutritional requirements for horses |  | New unit | |
|  |  | AHCLSK335A | Conduct dropped ovary technique procedures for spaying cattle |  | New unit | |

Unit Mapping AHC10v4 to AHC10v5

#### Units of Competency Mapping – AHC10v4 to AHC10v5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v4  Unit Code | AHC10v4 Unit Title | AHC10v5 Unit Code | AHC10v5 Unit Title | Mapping | Comments |
|  |  | AHCASW301A | Protect places of Aboriginal cultural significance |  | New unit | |
|  |  | AHCASW302A | Relate Aboriginal culture to sites work |  | New unit | |
|  |  | AHCASW303A | Identify and record Aboriginal-sites, objects and cultural landscapes |  | New unit | |
|  |  | AHCASW304A | Identify Indigenous culturally significant plants |  | New unit | |
|  |  | AHCASW305A | Work with Aboriginal ceremonial secret sacred materials |  | New unit | |
|  |  | AHCASW306A | Use technology in Aboriginal-sites work |  | New unit | |
|  |  | AHCASW307A | Map Aboriginal cultural landscapes |  | New unit | |
|  |  | AHCASW308A | Apply cultural significance to Aboriginal-sites and landscapes |  | New unit | |
|  |  | AHCASW309A | Interpret Aboriginal cultural landscape |  | New unit | |
|  |  | AHCASW310A | Move and store Aboriginal cultural material |  | New unit | |
|  |  | AHCASW311A | Apply relevant legislation in Aboriginal-sites work |  | New unit | |
|  |  | AHCASW312A | Maintain an Aboriginal cultural site |  | New unit | |
|  |  | AHCASW501A | Survey and report on Aboriginal cultural sites |  | New unit | |
| AHCILM303A | Work in an Indigenous community or organisation | AHCILM305A | Work with an Aboriginal Community or organisation | N | Supersedes and is not equivalent to AHCILM303A | |
| AHCILM304A | Follow cultural protocols | AHCILM306A | Follow Aboriginal cultural protocols | N | Supersedes and is not equivalent to AHCILM304A | |
|  |  | AHCILM307A | Implement Aboriginal cultural burning practices |  | New unit | |
| AHCILM507A | Plan for successful cultural practice at work | AHCILM510A | Plan for successful cultural practice at work | N | Supersedes and is not equivalent to AHCILM507A | |
|  |  | AHCPCM505A | Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs |  | New unit | |
|  |  | AHCPHT209A | Produce trellis dried grapes |  | New unit | |
|  |  | AHCPHT408A | Oversee vineyard practices |  | New unit | |
|  |  | AHCPHT504A | Develop a grape production plan |  | New unit | |
|  |  | AHCPHT505A | Evaluate wine |  | New unit | |
|  |  | AHCPHT506A | Manage a wine making process |  | New unit | |

Unit Mapping AHC10v3 to AHC10v4

#### Units of Competency Mapping – AHC10v3 to AHC10v4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v3  Unit Code | AHC10v3 Unit Title | AHC10v4 Unit Code | AHC10v4 Unit Title | Mapping | Comments |
|  |  | AHCORG404A | Arrange selling through community based marketing |  | New unit |
|  |  | AHCORG405A | Implement sustainable practices in the organic farm based business |  | New unit |
|  |  | AHCORG406A | Oversee compliance with an organic certification scheme |  | New unit |
|  |  | AHCORG503A | Design and document an organic farm landscape |  | New unit |
|  |  | AHCORG504A | Develop and manage a community based marketing supply chain |  | New unit |
|  |  | AHCORG505A | Develop and monitor a sustainable production plan |  | New unit |
|  |  | AHCORG506A | Manage an agro-ecology production system |  | New unit |
|  |  | AHCSDP301A | Undertake preparation of land for seed crops |  | New unit |
|  |  | AHCSDP302A | Establish seed crops |  | New unit |
|  |  | AHCSDP303A | Maintain seed crops |  | New unit |
|  |  | AHCSDP304A | Harvest seed crops |  | New unit |
|  |  | AHCSDP401A | Plan a seed crop establishment program |  | New unit |
|  |  | AHCSDP402A | Supervise seed crop establishment |  | New unit |
|  |  | AHCSDP403A | Plan and implement seed crop maintenance |  | New unit |
|  |  | AHCSDP404A | Supervise seed crop harvesting |  | New unit |
|  |  | AHCSDP405A | Inspect a seed crop for quality assurance purposes |  | New unit |
|  |  | AHCSDT301A | Prepare a working sample |  | New unit |
|  |  | AHCSDT302A | Identify seeds |  | New unit |
|  |  | AHCSDT303A | Perform a flourescence test on seeds |  | New unit |
|  |  | AHCSDT304A | Perform a seed purity analysis |  | New unit |
|  |  | AHCSDT305A | Perform a seed moisture test |  | New unit |
|  |  | AHCSDT306A | Perform a seed germination test |  | New unit |
|  |  | AHCSDT307A | Perform a 'Determination of Other Seeds by Number' test |  | New unit |
|  |  | AHCSDT401A | Maintain a quarantine approved laboratory |  | New unit |
|  |  | AHCSDT402A | Prepare and maintain a seed reference collection |  | New unit |
|  |  | AHCSDT403A | Perform an Anguina test on annual ryegrass seed |  | New unit |
|  |  | AHCSDT404A | Develop and implement laboratory policy and procedures |  | New unit |
|  |  | AHCSDT405A | Handle & store quarantinable materials |  | New unit |
|  |  | AHCSDT406A | Undertake internal audits in a seed laboratory |  | New unit |
|  |  | AHCSDT407A | Perform an endophytic seed test |  | New unit |
|  |  | AHCSDT408A | Perform an electrophoresis test on a seed sample |  | New unit |
|  |  | AHCSDT409A | Perform a tetrazolium seed viability test |  | New unit |
|  |  | AHCSDT410A | Perform a seed vigour test |  | New unit |
|  |  | AHCSDT411A | Perform a 1000 seed weight test |  | New unit |

Unit Mapping AHC10v2 to AHC10v3

#### Units of Competency Mapping – AHC10v2 to AHC10v3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AHC10v2  Unit Code | AHC10v2 Unit Title | AHC10v3 Unit Code | AHC10v3 Unit Title | Mapping | Comments |
|  |  | AHCIRG207A | Carry out irrigation site preparation tasks |  | New unit |
|  |  | AHCIRG208A | Assist with the installation and maintenance of pumps and flow-control devices for irrigation |  | New unit |
|  |  | AHCIRG209A | Carry out installation tasks for low volume irrigation |  | New unit |
|  |  | AHCIRG210A | Carry out installation tasks for sprinkler irrigation |  | New unit |
|  |  | AHCIRG211A | Assist with low volume irrigation operations |  | New unit. This unit has been developed based on AHCIRG202A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG212A | Assist with sprinkler irrigation operations |  | New unit. This unit has been developed based on AHCIRG202A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG213A | Assist with surface irrigation operations |  | New unit. This unit has been developed based on AHCIRG201A to reflect the identified need to recognise specific systems. |
| AHCIRG203A | Install micro-irrigation systems | AHCIRG214A | Install micro-irrigation systems for landscaping | E | Unit replaces earlier version. |
|  |  | AHCIRG308A | Monitor soils under irrigation |  | New unit |
|  |  | AHCIRG309A | Interpret and apply irrigation to install pumps |  | New unit |
|  |  | AHCIRG310A | Operate and maintain irrigation pumping systems |  | New unit |
|  |  | AHCIRG311A | Install low volume irrigation components |  | New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG312A | Install sprinkler irrigation components |  | New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG313A | Install moving sprinkler irrigation components |  | New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG314A | Install surface irrigation structures and components |  | New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG315A | Interpret irrigation plans and drawings |  | New unit |
|  |  | AHCIRG316A | Implement a low volume irrigation maintenance program |  | New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG317A | Implement a sprinkler irrigation maintenance program |  | New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG318A | Implement a moving sprinkler irrigation maintenance program |  | New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG319A | Implement a surface irrigation maintenance program |  | New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG320A | Maintain and repair drainage irrigation systems |  | New unit |
|  |  | AHCIRG321A | Operate low volume irrigation systems |  | New unit. This unit has been developed based on AHCIRG305A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG322A | Operate sprinkler irrigation systems |  | New unit. This unit has been developed based on AHCIRG305A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG323A | Operate moving sprinkler irrigation systems |  | New unit |
|  |  | AHCIRG324A | Operate surface irrigation systems |  | New unit. This unit has been developed based on AHCIRG304A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG325A | Operate irrigation technology |  | New unit |
|  |  | AHCIRG326A | Operate irrigation injection equipment |  | New unit |
|  |  | AHCIRG327A | Implement an irrigation schedule |  | New unit |
| AHCIRG403A | Determine seasonal irrigation scheduling tasks |  |  |  | Removed unit. The job function described by this unit is covered by AHCIRG408A Schedule irrigations |
| AHCIRG409A | Implement, monitor and adjust irrigation schedules |  |  |  | Removed unit. The job function described by this unit is covered by AHCIRG408A Schedule irrigations |
|  |  | AHCIRG410A | Select and manage pumping systems for irrigation |  | New unit |
|  |  | AHCIRG411A | Construct and install a low volume irrigation system |  | New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG412A | Construct and install a sprinkler irrigation system |  | New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG413A | Construct and install a moving sprinkler irrigation system |  | New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG414A | Construct and install a surface irrigation system |  | New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG415A | Interpret and apply irrigation designs |  | New unit |
|  |  | AHCIRG416A | Supervise low volume irrigation maintenance |  | New unit |
|  |  | AHCIRG417A | Supervise sprinkler irrigation maintenance |  | New unit |
|  |  | AHCIRG418A | Supervise moving sprinkler irrigation maintenance |  | New unit |
|  |  | AHCIRG419A | Supervise surface irrigation maintenance |  | New unit |
|  |  | AHCIRG420A | Manage a low volume irrigation system |  | New unit. This unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG421A | Manage a sprinkler irrigation system |  | New unit. This unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG422A | Manage a moving sprinkler irrigation system |  | New unit. This unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG423A | Manage a surface irrigation system |  | New unit. This unit has been developed based on AHCIRG405A to reflect the identified need to recognise specific systems. |
|  |  | AHCIRG424A | Construct and install an irrigation drainage system |  | New unit |
|  |  | AHCIRG425A | Monitor and control irrigation drainage systems |  | New unit |
|  |  | AHCIRG426A | Evaluate water supply for irrigation |  | New unit |
|  |  | AHCIRG427A | Plan and supervise on-site irrigation installation and construction work. |  | New unit based on AHCIRG406A Plan on-site irrigation system installation and construction work and AHCIRG407A Supervise on-site irrigation system installation and construction work. |
|  |  | AHCIRG428A | Provide irrigation sales and service |  | New unit |
|  |  | AHCTRF502A | Manage sports turf renovation programs |  | New unit |
|  |  | AHCTRF503A | Develop sports turf management programs |  | New unit |
|  |  | AHCTRF504A | Manage sports turf facilities |  | New unit |

Unit Mapping RTD02, RTE03 and RTF03 to AHC10

#### Unit Mapping RTD02, RTE03 and RTF03 to AHC10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Old Code | Old Title | AHC10 Code | AHC10 Title | Mapping | Comment |
| RTE3904A | Keep records for a primary production business | AHCAGB301A | Keep records for a primary production business | E |  |
| RTE4203A | Implement and monitor a property improvement plan | AHCAGB401A | Implement and monitor a property improvement plan | E |  |
| RTE4913A | Analyse and interpret production data | AHCAGB402A | Analyse and interpret production data | E |  |
| RTE5523A | Develop climate risk management strategies | AHCAGB501A | Develop climate risk management strategies | E |  |
| RTE5205A | Plan and manage infrastructure requirements | AHCAGB502A | Plan and manage infrastructure requirements | E |  |
| RTE5912A | Plan and monitor production processes | AHCAGB503A | Plan and monitor production processes | E |  |
| RTE5922A | Plan production for the whole land/farm based business | AHCAGB504A | Plan production for the whole land/farm based business | E |  |
| RTE5516A | Develop a whole farm plan | AHCAGB505A | Develop a whole farm plan | E |  |
| RTE6906A | Develop export markets for produce | AHCAGB601A | Develop export markets for produce | E |  |
| RTE6909A | Manage estate planning | AHCAGB602A | Manage estate planning | E |  |
| RTE6501A | Manage the production system | AHCAGB603A | Manage the production system | E |  |
| RTE6901A | Analyse business performance | AHCAGB604A | Analyse business performance | E |  |
| RTE6904A | Manage business capital | AHCAGB605A | Manage business capital | E |  |
| RTE6905A | Manage price risk through trading strategy | AHCAGB606A | Manage price risk through trading strategy | E |  |
| RTE2132A | Assist with artificial insemination procedures | AHCAIS201A | Assist with artificial insemination procedures | E |  |
| RTE2123A | Collect semen | AHCAIS301A | Collect semen | E |  |
| RTE3146A | Process and store semen | AHCAIS302A | Process and store semen | E |  |
| RTE3101A | Artificially inseminate livestock | AHCAIS303A | Artificially inseminate livestock | E |  |
| RTE4107A | Supervise artificial breeding and/or embryo transfer programs | AHCAIS401A | Supervise artificial breeding and/or embryo transfer programs | E |  |
| RTF2001A | Apply a range of treatments to trees | AHCARB201A | Apply a range of treatments to trees | E |  |
| RTC2005A | Fell small trees | AHCARB202A | Fell small trees | E |  |
| RTF2009A | Perform above ground pruning | AHCARB203A | Perform above ground pruning | E |  |
| RTF2027A | Undertake standard climbing techniques | AHCARB204A | Undertake standard climbing techniques | E |  |
| RTC2304A | Operate and maintain chainsaws | AHCARB205A | Operate and maintain chainsaws | E |  |
| RTF2311A | Undertake stump removal | AHCARB206A | Undertake stump removal | E |  |
|  |  | AHCARB207A | Perform ground based rigging |  | New unit |
| RTF3015A | Implement a tree maintenance program | AHCARB301A | Implement a tree maintenance program | E |  |
|  |  | AHCARB302A | Conduct tree inspections |  | New unit |
| RTF3017A | Implement a tree pruning program | AHCARB303A | Implement a tree pruning program | E |  |
| RTF3007A | Fell large trees | AHCARB304A | Fell trees with advanced techniques | N |  |
| RTF3019A | Remove trees in confined spaces | AHCARB305A | Remove trees in confined spaces | E |  |
| RTF3702A | Undertake aerial rescue | AHCARB306A | Undertake aerial rescue | E |  |
| RTF3031A | Undertake complex tree climbing | AHCARB307A | Undertake complex tree climbing | N |  |
| RTF3032A | Install cable and bracing | AHCARB308A | Install cable and bracing | E |  |
| RTF3035A | Implement a tree protection program | AHCARB309A | Implement a tree protection program | E |  |
|  |  | AHCARB310A | Perform aerial rigging |  | New unit |
| RTF5018A | Assess trees | AHCARB501A | Assess trees | N |  |
|  |  | AHCARB502A | Identify, select and specify trees |  | New unit |
|  |  | AHCARB503A | Diagnose tree diseases |  | New unit |
| RTF4016A | Plan a tree protection program | AHCARB504A | Develop a tree protection program | N |  |
|  |  | AHCARB505A | Document and audit tree work |  | New unit |
| RTE1001A | Support agricultural crop work | AHCBAC101A | Support agricultural crop work | E |  |
| RTE2011A | Assist agricultural crop establishment | AHCBAC201A | Assist agricultural crop establishment | E |  |
| RTE2029A | Assist agricultural crop maintenance | AHCBAC202A | Assist agricultural crop maintenance | E |  |
| RTE2030A | Assist agricultural crop harvesting | AHCBAC203A | Assist agricultural crop harvesting | E |  |
| RTE2212A | Prepare grain storages | AHCBAC204A | Prepare grain storages | E |  |
| RTE2303A | Operate cane haulage vehicle | AHCBAC205A | Operate cane haulage vehicle | E |  |
|  |  | AHCBAC301A | Conserve forage |  | New unit |
| RTE3006A | Establish pastures and crops for livestock production | AHCBAC302A | Establish pastures and crops for livestock production | E |  |
|  |  | AHCBAC303A | Prepare to receive grains/seeds |  | New unit |
|  |  | AHCBAC304A | Test grains/seeds on receival |  | New unit |
| RTE3024A | Undertake preparation of land for agricultural crop production | AHCBAC305A | Undertake preparation of land for agricultural crop production | E |  |
| RTE3029A | Establish agricultural crops | AHCBAC306A | Establish agricultural crops | E |  |
| RTE3022A | Undertake agricultural crop maintenance activities | AHCBAC307A | Maintain agricultural crops | E |  |
| RTE3009A | Undertake agricultural crop harvesting activities | AHCBAC308A | Undertake agricultural crop harvesting activities | E |  |
| RTE4011A | Manage pastures for livestock production | AHCBAC401A | Manage pastures for livestock production | E |  |
| RTE4009A | Plan a pasture establishment program | AHCBAC402A | Plan a pasture establishment program | E |  |
| RTE4018A | Supervise agricultural crop establishment | AHCBAC403A | Supervise agricultural crop establishment | E |  |
| RTE4010A | Supervise agricultural crop maintenance | AHCBAC404A | Plan and implement agricultural crop maintenance | E |  |
| RTE4026A | Supervise agricultural crop harvesting | AHCBAC405A | Supervise agricultural crop harvesting | E |  |
| RTE4008A | Maintain grain quality in storage | AHCBAC406A | Maintain grain quality in storage | E |  |
| RTE3037A | Save, prepare and store agricultural seed | AHCBAC407A | Save, prepare and store agricultural seed | E |  |
| RTE5014A | Manage agricultural crop production | AHCBAC501A | Manage agricultural crop production | E |  |
|  |  | AHCBAC502A | Manage forage conservation |  | New unit |
| RTE5002A | Manage integrated crop and pasture production | AHCBAC503A | Manage integrated crop and pasture production | E |  |
| RTE5007A | Plan and manage a stored grain program | AHCBAC504A | Plan and manage a stored grain program | E |  |
| RTE5006A | Plan and manage long-term weed, pest and/or disease control in crops | AHCBAC505A | Plan and manage long-term weed, pest and/or disease control in crops | E |  |
| RTE5015A | Manage the harvest of agricultural and horticultural crops | AHCBAC506A | Manage the harvest of crops | E |  |
| RTE5016A | Develop production plans for crops | AHCBAC507A | Develop production plans for crops | E |  |
| RTE2156A | Support beekeeping work | AHCBEK201A | Assist beekeeping work | E |  |
| RTE2305A | Use a bee smoker | AHCBEK202A | Use a bee smoker | E |  |
| RTE2157A | Open and reassemble a beehive | AHCBEK203A | Open and reassemble a beehive | E |  |
| RTE2217A | Construct and repair beehives | AHCBEK204A | Construct and repair beehives | E |  |
| RTE3153A | Manage honey bee swarms | AHCBEK301A | Manage honey bee swarms | E |  |
| RTE3155A | Manipulate honey bee brood | AHCBEK302A | Manipulate honey bee brood | E |  |
| RTE3154A | Requeen a honey bee colony | AHCBEK303A | Re-queen a honey bee colony | E |  |
| RTE3320A | Remove a honey crop from a hive | AHCBEK304A | Remove a honey crop from a hive | E |  |
| RTE3321A | Extract honey | AHCBEK305A | Extract honey | E |  |
| RTE3415A | Manage pests and disease within a honey bee colony | AHCBEK306A | Manage pests and disease within a honey bee colony | E |  |
| RTE4131A | Collect and store propolis | AHCBEK401A | Collect and store propolis | E |  |
| RTE4132A | Perform queen bee artificial insemination | AHCBEK402A | Perform queen bee artificial insemination | E |  |
| RTE4122A | Produce and harvest royal jelly | AHCBEK403A | Produce and harvest royal jelly | E |  |
| RTE4128A | Provide bee pollination services | AHCBEK404A | Provide bee pollination services | E |  |
| RTE4121A | Select and establish an apiary site | AHCBEK405A | Select and establish an apiary site | E |  |
| RTE4130A | Trap and store pollen | AHCBEK406A | Trap and store pollen | E |  |
| RTE3156A | Rear queen bees | AHCBEK407A | Rear queen bees | E | Unit recoded |
| RTD2312A | Inspect machinery for plant, animal and soil material | AHCBIO201A | Inspect and clean machinery for plant, animal and soil material | E |  |
| RTE2707B | Follow site quarantine procedures | AHCBIO202A | Follow site quarantine procedures | E |  |
| RTE3410A | Work effectively in an emergency disease or plant pest response | AHCBIO301A | Work effectively in an emergency disease or plant pest response | E |  |
| RTE3407A | Identify and report unusual disease or plant pest signs | AHCBIO302A | Identify and report unusual disease or plant pest signs | E |  |
| RTE3408A | Carry out emergency disease or plant pest control procedures at infected premises | AHCBIO303A | Carry out emergency disease or plant pest control procedures at infected premises | E |  |
| RTE3409A | Carry out movement and security procedures | AHCBIO304A | Carry out movement and security procedures | E |  |
|  |  | AHCBIO305A | Monitor and review biosecurity measures |  | New unit |
| RTE4408A | Supervise activities on infected premises | AHCBIO401A | Supervise activities on infected premises | E |  |
| RTE4409A | Carry out field surveillance for a specific emergency disease or plant pest | AHCBIO402A | Carry out field surveillance for a specific emergency disease or plant pest | E |  |
|  |  | AHCBIO403A | Plan and implement a biosecurity program |  | New unit |
| RTE5407A | Manage active operational emergency disease or plant pest sites | AHCBIO501A | Manage active operational emergency disease or plant pest sites | E |  |
| RTE5406A | Manage the implementation of an emergency disease or plant pest control program | AHCBIO502A | Manage the implementation of an emergency disease or plant pest control program | E |  |
| RTE6401A | Plan and oversee an emergency disease or plant pest control program | AHCBIO601A | Plan and oversee an emergency disease or plant pest control program | E |  |
| RTE3907A | Use hand held e-business tools | AHCBUS301A | Use hand held e-business tools | E |  |
| RTE4901A | Administer finance, insurance and legal requirements | AHCBUS401A | Administer finance, insurance and legal requirements | E |  |
| RTC4905A | Cost a project | AHCBUS402A | Cost a project | E |  |
| RTE4902A | Support and review business structures and relationships | AHCBUS403A | Support and review business structures and relationships | E |  |
| RTC4911A | Operate within a budget framework | AHCBUS404A | Operate within a budget framework | E |  |
| RTE4914A | Participate in an e-business supply chain | AHCBUS405A | Participate in an e-business supply chain | E |  |
| RTE5807A | Manage staff | AHCBUS501A | Manage staff | E |  |
| RTE5921A | Market products and services | AHCBUS502A | Market products and services | E |  |
| RTE5920A | Negotiate and monitor contracts/commercial agreements | AHCBUS503A | Negotiate and monitor contracts | E |  |
| RTC5908A | Prepare estimates, quotes and tenders | AHCBUS504A | Prepare estimates, quotes and tenders | E |  |
| RTE5901A | Develop a marketing plan | AHCBUS505A | Develop a marketing plan | E |  |
| RTE5902A | Develop and review a business plan | AHCBUS506A | Develop and review a business plan | E |  |
| RTE5906A | Monitor and review business performance | AHCBUS507A | Monitor and review business performance | E |  |
| RTE5916A | Prepare and monitor budgets and financial reports | AHCBUS508A | Prepare and monitor budgets and financial reports | E |  |
| RTE6907A | Manage capital works | AHCBUS601A | Manage capital works | E |  |
| RTD6502A | Review management plans and strategies | AHCBUS602A | Review management plans and strategies | E |  |
| RTE6903A | Develop and review a strategic plan | AHCBUS603A | Develop and review a strategic plan | E |  |
| RTE6908A | Design and manage the enterprise quality management system | AHCBUS604A | Design and manage the enterprise quality management system | E |  |
| RTE6803A | Manage human resources | AHCBUS605A | Manage human resources | E |  |
|  |  | AHCBUS606A | Develop a monitoring, evaluation and reporting program |  | New unit |
|  |  | AHCBUS607A | Implement a monitoring, evaluation and reporting program |  | New unit |
|  |  | AHCBUS608A | Manage risk |  | New unit |
| RTD4909A | Prepare project acquittal | AHCCCF401A | Prepare project acquittal | E |  |
| RTD4910A | Report on project | AHCCCF402A | Report on project | E |  |
| RTD4806A | Obtain and manage sponsorship | AHCCCF403A | Obtain and manage sponsorship | E |  |
| RTD4912A | Contribute to association governance | AHCCCF404A | Contribute to association governance | E |  |
| RTD4804A | Develop community networks | AHCCCF405A | Develop community networks | E |  |
| RTD4805A | Facilitate ongoing group development | AHCCCF406A | Facilitate ongoing group development | E |  |
| RTD4807A | Obtain resources from community and group | AHCCCF407A | Obtain resources from community and group | E |  |
| RTD4808A | Promote community programs | AHCCCF408A | Promote community programs | E |  |
| RTD4505A | Participate in assessments of project submissions | AHCCCF409A | Participate in assessments of project submissions | E |  |
| RTD4810A | Support individuals in resource management change processes | AHCCCF410A | Support individuals in resource management change processes | E |  |
| RTD4802A | Develop approaches to include cultural and human diversity | AHCCCF411A | Develop approaches to include cultural and human diversity | E |  |
| RTD3811A | Coordinate board/committee elections | AHCCCF412A | Coordinate board/committee elections | E |  |
| RTD3816A | Service committees | AHCCCF413A | Service committees | E |  |
| RTD3812A | Coordinate fund-raising activities | AHCCCF414A | Coordinate fund-raising activities | E |  |
| RTD3813A | Coordinate social events to support group purposes | AHCCCF415A | Coordinate social events to support group purposes | E |  |
| RTD3814A | Present proposed courses of action to meeting | AHCCCF416A | Present proposed courses of action to meeting | E |  |
| RTD5509A | Evaluate project submissions | AHCCCF501A | Evaluate project submissions | E |  |
| RTD5805A | Facilitate development of group goals and projects | AHCCCF502A | Facilitate development of group goals and projects | E |  |
| RTD5806A | Promote group formation and development | AHCCCF503A | Promote group formation and development | E |  |
| RTD5802A | Support group and community changes in resource management | AHCCCF504A | Support group and community changes in resource management | E |  |
| RTD5910A | Contribute to regional planning process | AHCCCF505A | Contribute to regional planning process | E |  |
| RTD5911A | Manage the incorporation of a group | AHCCCF506A | Manage the incorporation of a group | E |  |
| RTD6505A | Map regional issues and stakeholders | AHCCCF601A | Map regional issues and stakeholders | E |  |
| RTC1701A | Follow basic chemical safety rules | AHCCHM101A | Follow basic chemical safety rules | E |  |
| RTC2706A | Apply chemicals under supervision | AHCCHM201A | Apply chemicals under supervision | E |  |
|  |  | AHCCHM301A | Conduct fumigation in enclosed spaces |  | New unit |
|  |  | AHCCHM302A | Fumigate soil using chemicals |  | New unit |
| RTC3704A | Prepare and apply chemicals | AHCCHM303A | Prepare and apply chemicals | E |  |
| RTC3705A | Transport, handle and store chemicals | AHCCHM304A | Transport, handle and store chemicals | E |  |
|  |  | AHCCHM305A | Conduct manual fumigation of vertebrate and invertebrate pests |  | New unit |
| RTC4702A | Minimise risks in the use of chemicals | AHCCHM401A | Minimise risks in the use of chemicals | E |  |
| RTC4703A | Plan and implement a chemical use program | AHCCHM402A | Plan and implement a chemical use program | E |  |
| RTD4303A | Prepare safe operating procedures for calibration of equipment | AHCCHM403A | Prepare safe operating procedures for calibration of equipment | E |  |
| RTC5702A | Develop and manage a chemical use strategy | AHCCHM501A | Develop and manage a chemical use strategy | E |  |
| RTE2506A | Assess and receive raw materials for composting | AHCCOM201A | Assess and receive raw materials for composting | E |  |
| RTE2709A | Recognise and respond to fire emergencies on a composting site | AHCCOM202A | Recognise and respond to fire emergencies on a composting site | E |  |
| RTE2507A | Recognise raw materials, production processes and products on a composting site | AHCCOM203A | Recognise raw materials, production processes and products on a composting site | E |  |
| RTE3322A | Operate compost processing plant, machinery and equipment | AHCCOM301A | Operate compost processing plant, machinery and equipment | E |  |
| RTE3323A | Dispatch materials and composted product | AHCCOM302A | Dispatch materials and composted product | E |  |
| RTE2315A | Operate a compost bagging process | AHCCOM303A | Operate a compost bagging process | E |  |
| RTE4519A | Develop a composting recipe | AHCCOM401A | Develop a composting recipe | E |  |
| RTE4520A | Plan and schedule compost production | AHCCOM402A | Plan and schedule compost production | E |  |
| RTE5919A | Identify and secure raw materials supply for compost production | AHCCOM501A | Identify and secure raw materials supply for compost production | E |  |
| RTE4113A | Handle, store and grade deer velvet | AHCDER401A | Handle, store and grade deer velvet | E |  |
| RTE5105A | Comply with deer industry national velvet accreditation requirements | AHCDER501A | Comply with deer industry national velvet accreditation requirements | E |  |
| RTE5108A | Harvest deer velvet | AHCDER502A | Harvest deer velvet | E |  |
|  |  | AHCDES501A | Design sustainable landscapes |  | New unit |
| RTF5010A | Prepare a landscape project design | AHCDES502A | Prepare a landscape project design | E |  |
|  |  | AHCDES503A | Assess landscape sites |  | New unit |
|  |  | AHCDES504A | Design for construction of landscape features |  | New unit |
| RTE2604A | Maintain drainage systems | AHCDRG201A | Maintain drainage systems | E |  |
| RTE3603A | Install drainage systems | AHCDRG301A | Install drainage systems | E |  |
| RTE3606A | Measure drainage system performance | AHCDRG302A | Measure drainage system performance | E |  |
| RTE3604A | Troubleshoot drainage systems | AHCDRG303A | Troubleshoot drainage systems | E |  |
| RTE5607A | Design drainage systems | AHCDRG501A | Design drainage systems | E |  |
| RTE2103A | Carry out milking shed routines |  |  |  | Unit removed |
| RTE2112A | Milk livestock | AHCDRY201A | Milk livestock | E |  |
| RTE3117A | Coordinate milking operations | AHCDRY301A | Coordinate milking operations | E |  |
| RTE3308A | Operate a dairy recycling system | AHCDRY302A | Operate a dairy recycling system | E |  |
| RTE4112A | Manage milking shed routines | AHCDRY401A | Manage milking shed routines | E |  |
| RTD3709A | Handle and store explosives | AHCEXP301A | Handle and store explosives | E |  |
| RTD3710A | Identify and select explosive products | AHCEXP302A | Identify and select explosive products | E |  |
| RTD3711A | Prepare and use explosives | AHCEXP303A | Prepare and use explosives | E |  |
| RTD2126A | Recognise animals | AHCFAU201A | Recognise fauna | E |  |
| RTD3125A | Respond to wildlife emergencies | AHCFAU301A | Respond to wildlife emergencies | E |  |
| RTD5102A | Manage fauna populations | AHCFAU501A | Manage fauna populations | E |  |
| RTE2002A | Assist with prescribed burning | AHCFIR201A | Assist with prescribed burning | E |  |
| RTD5513A | Manage wildfire hazard reduction programs | AHCFIR501A | Manage wildfire hazard reduction programs | E |  |
| RTE1104A | Support horse work | AHCHBR101A | Support horse work | E |  |
| RTE2104A | Carry out regular horse observation | AHCHBR201A | Monitor horse health and welfare | E |  |
| RTE2148A | Handle young horses | AHCHBR202A | Handle young horses | E |  |
| RTE2121A | Provide daily care for horses | AHCHBR203A | Provide daily care for horses | E |  |
| RTE2137A | Assist with natural mating procedures and parturition of horses | AHCHBR204A | Assist with mating procedures and parturition of horses | E |  |
| RTE3104A | Carry out basic dentition care procedures on horses |  |  |  | Unit removed |
| RTE3137A | Carry out basic hoof care procedures | AHCHBR302A | Carry out basic hoof care procedures | E |  |
| RTE3106A | Carry out mare mating procedures | AHCHBR303A | Carry out mare mating or artificial insemination procedures | E |  |
| RTE3102A | Educate, ride and care for horses and equipment | AHCHBR304A | Educate, ride and care for horses and equipment | E | Minor changes - remove breaking in and shoeing from PCs |
| RTE3112A | Handle and care for stallions | AHCHBR305A | Handle and care for stallions | E |  |
| RTE3144A | Prevent and treat equine injury and disease | AHCHBR306A | Prevent and treat equine injury and disease | E |  |
| RTE3148A | Assess conformation of horses | AHCHBR307A | Assess suitability of horses for stock work | E |  |
| RTE4101A | Carry out stud stable management duties | AHCHBR401A | Carry out stud stable management duties | E |  |
| RTE4106A | Supervise raising young horses | AHCHBR402A | Supervise raising young horses | E |  |
| RTF3033A | Implement a maintenance program for hydroponic systems | AHCHYD301A | Implement a maintenance program for hydroponic systems | E |  |
| RTF3215A | Install hydroponic systems | AHCHYD302A | Install hydroponic systems | E |  |
| RTF5302A | Develop a plan for a hydroponic system | AHCHYD501A | Develop a plan for a hydroponic system | E |  |
| RTD2501A | Maintain cultural places | AHCILM201A | Maintain cultural places | E |  |
| RTD2803A | Observe and report plants and/or animals | AHCILM202A | Observe and report plants and/or animals | E |  |
| RTD2802A | Record information about country | AHCILM203A | Record information about country | E |  |
| RTD3817A | Propose appropriate uses of traditional customs | AHCILM301A | Propose appropriate uses of traditional customs | E |  |
| RTD3802A | Provide appropriate information on cultural knowledge | AHCILM302A | Provide appropriate information on cultural knowledge | E |  |
| RTD3903A | Work in an Indigenous community or organisation | AHCILM303A | Work in an Indigenous community or organisation | E |  |
|  |  | AHCILM304A | Follow cultural protocols |  | New unit |
| RTD4508A | Protect places of cultural significance | AHCILM401A | Protect places of cultural significance | E |  |
| RTD4509A | Report on place of potential cultural significance | AHCILM402A | Report on place of potential cultural significance | E |  |
| RTD4501A | Contribute to the proposal for a negotiated outcome for a given area of country | AHCILM403A | Contribute to the proposal for a negotiated outcome for a given area of country | E |  |
| RTD4809A | Record and document community history | AHCILM404A | Record and document community history | E |  |
| RTD4906A | Develop work practices to accommodate cultural identity | AHCILM405A | Develop work practices to accommodate cultural identity | E |  |
| RTD5502A | Conduct field research into natural and cultural resources | AHCILM501A | Conduct field research into natural and cultural resources | E |  |
| RTD5507A | Develop conservation strategies for cultural resources | AHCILM502A | Develop conservation strategies for cultural resources | E |  |
| RTD5511A | Manage restoration of cultural places | AHCILM503A | Manage restoration of cultural places | E |  |
| RTD5508A | Develop strategies for Indigenous land or sea management | AHCILM504A | Develop strategies for Indigenous land or sea management | E |  |
| RTD5904A | Map relationship of business enterprise to culture and country | AHCILM505A | Map relationship of business enterprise to culture and country | E |  |
| RTD5803A | Operate within community cultures and goals | AHCILM506A | Operate within community cultures and goals | E |  |
| RTD5907A | Plan for successful cultural practice at work | AHCILM507A | Plan for successful cultural practice at work | E |  |
| RTD5517A | Propose a negotiated outcome for a given area of country | AHCILM508A | Propose a negotiated outcome for a given area of country | E |  |
|  |  | AHCILM509A | Plan burning activities for natural and cultural resource management |  | New unit |
| RTD6801A | Manage cultural processes in an Indigenous organisation | AHCILM601A | Manage cultural processes in an Indigenous organisation | E |  |
| RTE2201A | Carry out basic electric fencing operations | AHCINF201A | Carry out basic electric fencing operations | E |  |
| RTC2209A | Install, maintain and repair fencing | AHCINF202A | Install, maintain and repair fencing | E |  |
| RTC2210A | Maintain properties and structures | AHCINF203A | Maintain properties and structures | E |  |
| RTE2205A | Fabricate and repair metal or plastic structures | AHCINF204A | Fabricate and repair metal or plastic structures | E |  |
| RTC3213A | Implement property improvement, construction and repair | AHCINF301A | Implement property improvement, construction and repair | E |  |
| RTE3210A | Plan and construct an electric fence | AHCINF302A | Plan and construct an electric fence | E |  |
| RTC3209A | Plan and construct conventional fencing | AHCINF303A | Plan and construct conventional fencing | E |  |
| RTE1601A | Support irrigation work | AHCIRG101A | Support irrigation work | E |  |
| RTE2601A | Assist with the operation of gravity fed irrigation | AHCIRG201A | Assist with the operation of gravity fed irrigation | E |  |
| RTE2602A | Assist with the operation of pressurised irrigation | AHCIRG202A | Assist with the operation of pressurised irrigation | E |  |
| RTE2607A | Install micro-irrigation systems | AHCIRG203A | Install micro-irrigation systems | E |  |
| RTE2603A | Lay irrigation and/or drainage pipes | AHCIRG204A | Lay irrigation and/or drainage pipes | E |  |
| RTE2605A | Maintain gravity-fed irrigation systems | AHCIRG205A | Maintain gravity-fed irrigation systems | E |  |
| RTE2606A | Maintain pressurised irrigation systems | AHCIRG206A | Maintain pressurised irrigation systems | E |  |
| RTE3612A | Implement a maintenance program for an irrigation system | AHCIRG301A | Implement a maintenance program for an irrigation system | E |  |
| RTE3601A | Install irrigation systems | AHCIRG302A | Install irrigation systems | E |  |
| RTE3607A | Measure irrigation delivery system performance | AHCIRG303A | Measure irrigation delivery system performance | E |  |
| RTE3610A | Operate gravity fed irrigation systems | AHCIRG304A | Operate gravity fed irrigation systems | E |  |
| RTE3611A | Operate pressurised irrigation systems | AHCIRG305A | Operate pressurised irrigation systems | E |  |
| RTE3605A | Troubleshoot irrigation systems | AHCIRG306A | Troubleshoot irrigation systems | E |  |
|  |  | AHCIRG307A | Recommend irrigation products and services |  | New unit |
| RTE4601A | Acquire resources for irrigation installation and construction | AHCIRG401A | Acquire resources for irrigation installation and construction | E |  |
| RTE4602A | Determine hydraulic parameters for an irrigation system | AHCIRG402A | Determine hydraulic parameters for an irrigation system | E |  |
| RTE4604A | Determine seasonal irrigation scheduling tasks | AHCIRG403A | Determine seasonal irrigation scheduling tasks | E |  |
| RTE4603A | Implement an irrigation-related environmental protection program | AHCIRG404A | Implement an irrigation-related environmental protection program | E |  |
| RTE4608A | Plan and coordinate gravity-fed irrigation systems | AHCIRG405A | Plan and coordinate gravity-fed irrigation systems | E |  |
| RTE4607A | Plan on-site irrigation system installation and construction work | AHCIRG406A | Plan on-site irrigation system installation and construction work | E |  |
| RTE4606A | Supervise on-site irrigation installation and construction work | AHCIRG407A | Supervise on-site irrigation installation and construction work | E |  |
| RTE4605A | Schedule irrigations | AHCIRG408A | Schedule irrigations | E |  |
| RTE4609A | Implement, monitor and adjust irrigation schedules | AHCIRG409A | Implement, monitor and adjust irrigation schedules | E |  |
| RTE5601A | Audit irrigation systems | AHCIRG501A | Audit irrigation systems | E |  |
| RTE5602A | Design irrigation system maintenance and monitoring programs | AHCIRG502A | Design irrigation system maintenance and monitoring programs | E |  |
| RTE5603A | Design irrigation, drainage and water treatment systems | AHCIRG503A | Design irrigation, drainage and water treatment systems | E |  |
| RTE5604A | Develop an irrigation and drainage management plan | AHCIRG504A | Develop an irrigation and drainage management plan | E |  |
| RTE5605A | Establish and maintain an irrigation-related environmental protection program | AHCIRG505A | Establish and maintain an irrigation-related environmental protection program | E |  |
| RTD3804A | Supervise park visitor activities | AHCLPW301A | Supervise park visitor activities | E |  |
| RTD3202A | Construct access tracks | AHCLPW303A | Construct access tracks | E |  |
| RTD3502A | Carry out inspection of designated area | AHCLPW304A | Carry out inspection of designated area | E |  |
| RTD3508A | Perform diving for scientific purposes | AHCLPW305A | Perform diving for scientific purposes | E |  |
| RTD3507A | Undertake sampling and testing of water | AHCLPW306A | Undertake sampling and testing of water | E |  |
| RTD4506A | Process applications for changes in land use | AHCLPW401A | Process applications for changes in land use | E |  |
| RTD4502A | Implement land and sea management practices | AHCLPW402A | Implement land and sea management practices | E |  |
| RTD4503A | Inspect and monitor cultural places | AHCLPW403A | Inspect and monitor cultural places | E |  |
| RTD4507A | Produce maps for land management purposes | AHCLPW404A | Produce maps for land management purposes | E |  |
| RTD4504A | Monitor biodiversity | AHCLPW405A | Monitor biodiversity | E |  |
| RTC5504A | Develop a management plan for a designated area | AHCLPW501A | Develop a management plan for a designated area | E |  |
|  |  | AHCLPW502A | Manage wildfire hazard reduction programs | N |  |
| RTD5501A | Assess applications for legislative compliance | AHCLPW503A | Assess applications for legislative compliance | E |  |
| RTD5518A | Review assessments for legislative compliance | AHCLPW504A | Review assessments for legislative compliance | E |  |
| RTD5510A | Implement plans of management | AHCLPW505A | Implement natural and cultural resource management plans | E |  |
| RTD5915A | Investigate suspected breaches of NRM legislation | AHCLPW506A | Investigate suspected breaches of NRM legislation | E |  |
| RTD6504A | Coordinate the preparation of a regional resource management plan | AHCLPW601A | Coordinate the preparation of a regional resource management plan | E |  |
| RTC1202A | Support landscape work | AHCLSC101A | Support landscape work | E |  |
| RTF2215A | Assist with landscape construction work | AHCLSC201A | Assist with landscape construction work | E |  |
| RTF2204A | Construct low-profile timber or modular retaining walls | AHCLSC202A | Construct low-profile timber or modular retaining walls | E |  |
| RTD2206A | Install aggregate paths | AHCLSC203A | Install aggregate paths | E |  |
| RTF2208A | Lay paving | AHCLSC204A | Lay paving | E |  |
| RTF2207A | Protect trees during construction work | AHCLSC205A | Install tree protection devices | E |  |
| RTF3217A | Set out site for construction works | AHCLSC301A | Set out site for construction works | E |  |
| RTF3204A | Construct concrete structures and features | AHCLSC302A | Construct landscape features using concrete | E |  |
| RTF3203A | Construct brick and/or block structures and features | AHCLSC303A | Construct brick and/or block structures and features | E |  |
| RTC3206A | Erect timber structures and features | AHCLSC304A | Erect timber structures and features | E |  |
| RTF3219A | Construct stone structures and features | AHCLSC305A | Construct stone structures and features | E |  |
| RTF3220A | Implement a paving project | AHCLSC306A | Implement a paving project | E |  |
| RTF3221A | Implement a retaining wall project | AHCLSC307A | Implement a retaining wall project | E |  |
| RTF3208A | Install metal structures and features | AHCLSC308A | Install metal structures and features | E |  |
| RTF3216A | Install water features | AHCLSC309A | Install water features | E |  |
| RTF3018A | Implement a tree transplanting program | AHCLSC310A | Implement a tree transplanting program | E |  |
| RTC4206A | Supervise landscape project works | AHCLSC401A | Supervise landscape project works | E |  |
|  |  | AHCLSC501A | Survey and establish site levels |  | New unit |
| RTF5004A | Manage landscape projects | AHCLSC502A | Manage landscape projects | E |  |
| RTF4017A | Plan a tree transplanting program | AHCLSC503A | Manage a tree transplanting program | N |  |
| RTE1101A | Support extensive livestock work | AHCLSK101A | Support extensive livestock work | E |  |
| RTE1102A | Support intensive livestock work | AHCLSK102A | Support intensive livestock work | E |  |
| RTE2134A | Assist with feeding in an intensive production system | AHCLSK201A | Assist with feeding in a production system | E |  |
| RTE2131B | Care for health and welfare of livestock | AHCLSK202A | Care for health and welfare of livestock | E |  |
| RTE2124B | Carry out birthing duties | AHCLSK203A | Carry out birthing duties | E |  |
| RTE2144A | Carry out regular livestock observation | AHCLSK204A | Carry out regular livestock observation | E |  |
| RTE2118A | Handle livestock using basic techniques | AHCLSK205A | Handle livestock using basic techniques | E |  |
| RTE2111A | Identify and mark livestock | AHCLSK206A | Identify and mark livestock | E |  |
| RTE2136A | Load and unload livestock | AHCLSK207A | Load and unload livestock | E |  |
| RTE2113B | Monitor livestock to parturition | AHCLSK208A | Monitor livestock to parturition | E |  |
| RTE2114A | Monitor water supplies | AHCLSK209A | Monitor water supplies | E |  |
| RTE2115A | Muster and move livestock | AHCLSK210A | Muster and move livestock | E |  |
| RTE2128B | Provide feed for livestock | AHCLSK211A | Provide feed for livestock | E |  |
| RTE2130A | Ride and care for horses and equipment | AHCLSK212A | Ride horses to carry out stock work | E |  |
| RTE2214A | Clean out intensive production sheds | AHCLSK213A | Clean out production sheds | E |  |
| RTE2150A | Maintain intensive production growing environments | AHCLSK214A | Maintain production growing environments | E |  |
| RTE2153A | Carry out alpaca handling and husbandry operations | AHCLSK215A | Carry out alpaca handling and husbandry operations | E |  |
| RTE3115B | Implement livestock husbandry practices | AHCLSK301A | Administer medication to livestock | E | Unit rewritten to cover all forms of medication. |
| RTE3151A | Mate and monitor reproduction of alpacas | AHCLSK302A | Mate and monitor reproduction of alpacas | E |  |
| RTE3105A | Carry out feedlot operations | AHCLSK303A | Carry out feedlot operations | E |  |
| RTE3140A | Carry out post-mortem examination of livestock | AHCLSK304A | Carry out post-mortem examination of livestock | E |  |
| RTE2110A | Maintain livestock water supplies | AHCLSK305A | Maintain livestock water supplies | E |  |
| RTE3110A | Coordinate and monitor intensive production performance | AHCLSK306A | Coordinate and monitor production performance | E |  |
| RTE3119A | Euthanase livestock | AHCLSK307A | Euthanase livestock | E |  |
| RTE3113A | Identify and draft livestock | AHCLSK308A | Identify and draft livestock | E |  |
| RTE3402A | Implement animal health control programs | AHCLSK309A | Implement animal health control programs | E | Redrafted unit to take more holistic view of animal health. |
| RTE3118A | Implement feeding plans for intensive production | AHCLSK310A | Implement feeding plans for intensive production | E |  |
| RTE3114A | Implement feeding plans for livestock | AHCLSK311A | Implement feeding plans for livestock | E |  |
| RTE3116A | Mate and monitor livestock | AHCLSK312A | Coordinate artificial insemination and fertility management of livestock | E |  |
| RTE3143A | Monitor intensive livestock production growing environments | AHCLSK313A | Monitor livestock production growing environments | E |  |
| RTE3121B | Prepare animals for parturition | AHCLSK314A | Prepare animals for parturition | E |  |
| RTE3147A | Prepare for and implement natural mating of livestock | AHCLSK315A | Prepare for and implement natural mating of livestock | E |  |
| RTE3133B | Prepare livestock for competition | AHCLSK316A | Prepare livestock for competition | E |  |
| RTE4115A | Plan to exhibit livestock or fleece | AHCLSK317A | Plan to exhibit livestock | N | References to wool removed. |
| RTE3124B | Rear newborn and young livestock | AHCLSK318A | Rear newborn and young livestock | E |  |
| RTE3134A | Slaughter livestock | AHCLSK319A | Slaughter livestock | E |  |
| RTE3131A | Transport livestock | AHCLSK320A | Coordinate and monitor livestock transport | E |  |
| RTE3312A | Service and repair bores and windmills | AHCLSK321A | Service and repair bores and windmills | E |  |
| RTE3314A | Transport farm produce or bulk materials | AHCLSK322A | Transport farm produce or bulk materials | E |  |
| RTE3908A | Maintain and monitor feed stocks | AHCLSK323A | Maintain and monitor feed stocks | E |  |
| RTE2106A | Care for and train working dogs | AHCLSK324A | Care for and train working dogs | E |  |
| RTE2127A | Castrate livestock | AHCLSK325A | Castrate livestock | E |  |
| RTE2146A | Mix and mill standard stockfeed | AHCLSK326A | Mix and mill standard stockfeed | E |  |
| RTE3128A | Collect, store and administer colostrum | AHCLSK327A | Collect, store and administer colostrum | E |  |
| RTE3126A | Remove and facilitate reuse of effluent and manure from an intensive production system | AHCLSK328A | Remove and facilitate reuse of effluent and manure from an intensive production system | E |  |
|  |  | AHCLSK329A | Implement procedures for calving |  | New unit |
|  |  | AHCLSK330A | Implement procedures for foaling down mares |  | New unit |
| RTE3136A | Comply with industry animal welfare requirements | AHCLSK331A | Comply with industry animal welfare requirements | E |  |
|  |  | AHCLSK332A | Monitor animals in intensive production systems |  | New unit |
|  |  | AHCLSK333A | Monitor pen condition and ration suitability |  | New unit |
| RTE4118A | Develop feeding plans for an intensive production system | AHCLSK401A | Develop feeding plans for a production system | E |  |
| RTE4104A | Develop livestock feeding plans | AHCLSK402A | Develop livestock feeding plans | E |  |
| RTE4105A | Escort animals during export | AHCLSK403A | Escort animals during export | E |  |
| RTE4120A | Implement and monitor animal welfare programs | AHCLSK404A | Implement and monitor animal welfare programs | E |  |
| RTE4117A | Implement intensive production systems | AHCLSK405A | Implement intensive production systems | E |  |
| RTE4109A | Oversee animal marking operations | AHCLSK406A | Oversee animal marking operations | E | Minor edits. Mulesing taken out. |
| RTE4114A | Plan and monitor intensive production systems | AHCLSK407A | Plan and monitor intensive production systems | E |  |
| RTE4124A | Pregnancy test animals | AHCLSK408A | Pregnancy test animals | E |  |
| RTE4119A | Supervise animal health programs | AHCLSK409A | Supervise animal health programs | E |  |
| RTE4102A | Supervise feedlot operations | AHCLSK410A | Supervise feedlot operations | E |  |
| RTE4110A | Supervise natural mating of livestock | AHCLSK411A | Supervise natural mating of livestock | E |  |
| RTE5917A | Arrange livestock purchases | AHCLSK412A | Arrange livestock purchases | E |  |
| RTE4202A | Design livestock handling/accommodation facilities | AHCLSK413A | Design livestock handling facilities | E |  |
| RTE4903A | Arrange transport for grain or livestock | AHCLSK414A | Arrange transport for farm produce or livestock | E |  |
| RTE4126A | Oversee alpaca farm activities | AHCLSK415A | Oversee alpaca farm activities | E |  |
| RTE5107A | Identify and select animals for breeding | AHCLSK416A | Identify and select animals for breeding | E |  |
| RTE4108A | Manage horses for stockwork | AHCLSK417A | Manage horses for stock work | E |  |
| RTE5103A | Manage livestock production | AHCLSK501A | Manage livestock production | E |  |
| RTE5918A | Arrange marketing of livestock | AHCLSK502A | Arrange marketing of livestock | E |  |
| RTE5101A | Develop and implement a breeding strategy | AHCLSK503A | Develop and implement a breeding strategy | E |  |
| RTE5104A | Develop livestock health and welfare strategies | AHCLSK504A | Develop livestock health and welfare strategies | E |  |
| RTE5106A | Develop production plans for livestock | AHCLSK505A | Develop production plans for livestock | E |  |
| RTE5301A | Design livestock effluent systems | AHCLSK506A | Design livestock effluent systems | E |  |
| RTE3819A | Process customer complaints | AHCMER301A | Process customer complaints | E |  |
| RTE3809A | Provide advice on hardware products | AHCMER302A | Provide advice on hardware products | E |  |
| RTE3905A | Sell products and services | AHCMER303A | Sell products and services | E |  |
| RTE4812A | Coordinate customer service and networking activities | AHCMER401A | Coordinate customer service and networking activities | E |  |
| RTE3807A | Provide advice and sell machinery | AHCMER402A | Provide advice and sell machinery | E |  |
| RTE3806A | Provide advice and sell farm chemicals | AHCMER403A | Provide advice and sell farm chemicals | E |  |
| RTE3808A | Provide advice on agronomic products | AHCMER404A | Provide advice on agronomic products | E |  |
| RTE3810A | Provide advice on livestock products | AHCMER405A | Provide advice on livestock products | E |  |
| RTE4814A | Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use | AHCMER406A | Provide information on fertilisers and soil ameliorants | E |  |
| RTE5909A | Develop a sales strategy for rural products | AHCMER501A | Develop a sales strategy for rural products | E |  |
| RTE3317A | Carry out minor service of milking equipment | AHCMKH301A | Carry out minor service of milking equipment | E |  |
| RTE3302A | Service and repair milking equipment | AHCMKH303A | Service and repair milking equipment | E |  |
| RTE3313A | Monitor and provide advice on cleaning milking machines | AHCMKH304A | Monitor and provide advice on cleaning milking machines | E |  |
| RTE2314A | Mechanically test milking machines | AHCMKH305A | Mechanically test milking machines | E |  |
| RTE4307A | Carry out cleaning-time tests of milking machines | AHCMKH401A | Carry out cleaning-time tests of milking machines | E |  |
| RTE4302A | Design and fabricate milking equipment installations | AHCMKH402A | Design and fabricate milking equipment installations | E |  |
| RTE4309A | Design and install on-farm milk cooling and storage | AHCMKH403A | Design and install on-farm milk cooling and storage | E |  |
| RTE4304A | Install milking equipment | AHCMKH404A | Install milking equipment | E |  |
| RTE4305A | Performance test milking machines | AHCMKH405A | Performance test milking machines | E |  |
| RTC1302A | Assist with routine maintenance of machinery and equipment | AHCMOM101A | Assist with routine maintenance of machinery and equipment | E |  |
|  |  | AHCMOM201A | Operate two wheel motorbikes |  | New unit |
| RTC2309A | Operate tractors | AHCMOM202A | Operate tractors | E |  |
| RTC1301A | Operate basic machinery and equipment | AHCMOM203A | Operate basic machinery and equipment | E |  |
| RTC2301A | Undertake operational maintenance of machinery | AHCMOM204A | Undertake operational maintenance of machinery | E |  |
| RTC2306A | Operate vehicles | AHCMOM205A | Operate vehicles | E |  |
|  |  | AHCMOM206A | Conduct grader operations |  | New unit |
|  |  | AHCMOM207A | Conduct front-end loader operations |  | New unit |
|  |  | AHCMOM208A | Conduct excavator operations |  | New unit |
|  |  | AHCMOM209A | Conduct dozer operations |  | New unit |
|  |  | AHCMOM210A | Conduct scraper operations |  | New unit |
|  |  | AHCMOM211A | Operate side by side utility vehicles |  | New unit |
| RTE2308A | Operate ride-on vehicles | AHCMOM212A | Operate quad bikes | N |  |
| RTE3307A | Coordinate machinery and equipment maintenance and repair | AHCMOM301A | Coordinate machinery and equipment maintenance and repair | E |  |
| RTC3311A | Perform specialised machinery maintenance | AHCMOM302A | Perform machinery maintenance | E |  |
| RTC2307A | Operate machinery and equipment | AHCMOM304A | Operate machinery and equipment | E |  |
| RTC3310A | Operate specialised machinery and equipment | AHCMOM305A | Operate specialised machinery and equipment | E |  |
| RTE3319A | Ground spread fertiliser and soil ameliorant | AHCMOM306A | Ground spread fertiliser and soil ameliorant | E |  |
| RTE3301A | Operate a cane harvester | AHCMOM307A | Operate a cane harvester | E |  |
|  |  | AHCMOM308A | Operate broadacre and row crop harvest machinery and equipment |  | New unit |
|  |  | AHCMOM309A | Operate broadacre sowing machinery and equipment |  | New unit |
|  |  | AHCMOM310A | Operate land-forming machinery and equipment |  | New unit |
|  |  | AHCMOM311A | Operate precision control technology |  | New unit |
|  |  | AHCMOM312A | Operate row crop planting and seeding machinery and equipment |  | New unit |
|  |  | AHCMOM313A | Operate mobile irrigation machinery and equipment |  | New unit |
| RTD3315A | Transport machinery | AHCMOM314A | Transport machinery | E |  |
|  |  | AHCMOM315A | Operate chemical application machinery and equipment |  | New unit |
| RTE4301A | Conduct major repair and overhaul of machinery and equipment | AHCMOM401A | Conduct major repair and overhaul of machinery and equipment | E |  |
| RTC4306A | Supervise maintenance of machinery and equipment | AHCMOM402A | Supervise maintenance of machinery and equipment | E |  |
| RTC5303A | Manage machinery and equipment | AHCMOM501A | Manage machinery and equipment | E |  |
| RTE5304A | Implement a machinery management system | AHCMOM502A | Implement a machinery management system | E |  |
| RTE6301A | Analyse machinery options | AHCMOM601A | Analyse machinery options | E |  |
| RTD1501A | Support natural area conservation | AHCNAR101A | Support natural area conservation | E |  |
|  |  | AHCNAR102A | Support native seed collection |  | New unit |
| RTD2022A | Carry out natural area restoration works | AHCNAR201A | Carry out natural area restoration works | E |  |
| RTD2502A | Maintain wildlife habitat refuges | AHCNAR202A | Maintain wildlife habitat refuges | E |  |
| RTD3505A | Maintain natural areas | AHCNAR301A | Maintain natural areas | E |  |
| RTD3509A | Collect and preserve biological samples | AHCNAR302A | Collect and preserve biological samples | E |  |
| RTD3034A | Implement revegetation works | AHCNAR303A | Implement revegetation works | E |  |
|  |  | AHCNAR304A | Undertake direct seeding |  | New unit |
| RTD4510A | Supervise natural area restoration works | AHCNAR401A | Supervise natural area restoration works | E |  |
| RTD4020A | Plan the implementation of revegetation works | AHCNAR402A | Plan the implementation of revegetation works | E |  |
| RTE5515A | Manage natural areas on a rural property | AHCNAR501A | Manage natural areas on a rural property | E |  |
| RTC5519A | Conduct biological surveys | AHCNAR502A | Conduct biological surveys | E |  |
| RTD5503A | Design a natural area restoration project | AHCNAR503A | Design a natural area restoration project | E |  |
| RTD5003A | Manage natural area restoration programs | AHCNAR504A | Manage natural area restoration programs | E |  |
| RTD5522A | Plan river restoration works | AHCNAR505A | Plan river restoration works | E |  |
| RTE5524A | Develop and implement sustainable land use strategies | AHCNAR506A | Develop and implement sustainable land use strategies | E |  |
|  |  | AHCNRM501A | Develop a coastal rehabilitation strategy |  | New unit |
|  |  | AHCNRM502A | Develop a water quality monitoring strategy |  | New unit |
|  |  | AHCNRM503A | Support the implementation of waterways strategies |  | New unit |
|  |  | AHCNRM504A | Interpret and report on catchment hydrology |  | New unit |
|  |  | AHCNRM505A | Provide technical advice on sustainable catchment management |  | New unit |
|  |  | AHCNRM506A | Plan and monitor works projects in catchments and waterways |  | New unit |
|  |  | AHCNRM507A | Manipulate and analyse data within geographic information systems |  | New unit |
| RTC1006A | Support nursery work | AHCNSY101A | Support nursery work | E |  |
| RTF2013A | Pot-on plants | AHCNSY201A | Pot up plants | E |  |
| RTF2024A | Tend nursery plants | AHCNSY202A | Tend nursery plants | E |  |
| RTC2026A | Undertake propagation activities | AHCNSY203A | Undertake propagation activities | E |  |
| RTF2008A | Maintain indoor plants | AHCNSY204A | Maintain indoor plants | E |  |
| RTF3021A | Maintain nursery plants | AHCNSY301A | Maintain nursery plants | E |  |
| RTF3026A | Receive and dispatch plants and other nursery products | AHCNSY302A | Receive and dispatch nursery products | E |  |
| RTF3020A | Install and maintain interior plant displays | AHCNSY303A | Install and maintain plant displays | E |  |
| RTF3005A | Deliver and promote sales of plants | AHCNSY304A | Deliver and promote sales of plants | E |  |
| RTF3025A | Prepare specialised plants | AHCNSY305A | Prepare specialised plants | E |  |
| RTF3014A | Implement a propagation plan | AHCNSY306A | Implement a propagation plan | E |  |
| RTE3609A | Operate fertigation equipment | AHCNSY307A | Operate fertigation equipment | E |  |
| RTF4014A | Plan a growing-on program | AHCNSY401A | Plan a growing-on program | E |  |
| RTF4015A | Plan a propagation program | AHCNSY402A | Plan a propagation program | E |  |
| RTC1801A | Prepare for work | AHCOHS101A | Work safely | E |  |
| RTC2701A | Follow OHS procedures | AHCOHS201A | Participate in OHS processes | E |  |
| RTE3713A | Carry out workplace OHS procedures | AHCOHS301A | Contribute to OHS processes | E |  |
| RTC4701A | Implement and monitor the enterprise OHS program | AHCOHS401A | Maintain OHS processes | E |  |
| RTC5701A | Establish and maintain the enterprise OHS program | AHCOHS501A | Manage OHS processes | E |  |
| RTE1107A | Support organic production | AHCORG101A | Support organic production | E |  |
| RTE4518A | Manage biodynamic production | AHCORG401A | Manage biodynamic production | E |  |
| RTE4133A | Manage organic livestock production | AHCORG402A | Manage organic livestock production | E |  |
| RTE4517A | Manage organic soil improvement | AHCORG403A | Manage organic soil improvement | E |  |
| RTE5526A | Develop an organic management plan | AHCORG501A | Develop an organic management plan | E |  |
| RTE5923A | Prepare the enterprise for organic certification | AHCORG502A | Prepare the enterprise for organic certification | E |  |
| RTC2016A | Recognise plants | AHCPCM201A | Recognise plants | E |  |
| RTD2004A | Collect, prepare and preserve plant specimens | AHCPCM202A | Collect, prepare and preserve plant specimens | E |  |
| RTF3012A | Implement a plant nutrition program | AHCPCM301A | Implement a plant nutrition program | E |  |
| RTC3016A | Provide information on plants and their culture | AHCPCM302A | Provide information on plants and their culture | E |  |
|  |  | AHCPCM303A | Identify an unknown plant specimen |  | New unit |
| RTC4024A | Recommend plants and cultural practices | AHCPCM401A | Recommend plants and cultural practices | E |  |
| RTE4027A | Develop a soil health and plant nutrition program | AHCPCM402A | Develop a soil health and plant nutrition program | E |  |
| RTF4004A | Develop a plant nutrition program | AHCPCM402A | Develop a soil health and plant nutrition program | E |  |
| RTF4023A | Promote plant health | AHCPCM501A | Diagnose plant health problems | E |  |
| RTC5011A | Collect and classify plants | AHCPCM502A | Collect and classify plants | E |  |
|  |  | AHCPCM503A | Specify plants for landscapes |  | New unit |
|  |  | AHCPCM504A | Design and maintain a specialized landscape |  | New unit |
| RTF5005A | Manage plant health | AHCPCM601A | Develop and implement a plant health management strategy | N |  |
| RTF1004A | Support gardening work | AHCPGD101A | Support gardening work | E |  |
| RTC2012A | Plant trees and shrubs | AHCPGD201A | Plant trees and shrubs | E |  |
| RTF2014A | Prepare and maintain plant displays | AHCPGD202A | Prepare and maintain plant displays | E |  |
| RTF2017A | Prune shrubs and small trees | AHCPGD203A | Prune shrubs and small trees | E |  |
| RTF2025A | Transplant small trees | AHCPGD204A | Transplant small trees | E |  |
| RTF2211A | Prepare a grave site | AHCPGD205A | Prepare a grave site | E |  |
| RTC2203A | Conduct visual inspection of park facilities | AHCPGD206A | Conduct visual inspection of park facilities | E |  |
| RTF3011A | Implement a plant establishment program | AHCPGD301A | Implement a plant establishment program | E |  |
| RTF3036A | Plan and establish plant displays | AHCPGD302A | Plan and maintain plant displays | E |  |
| RTF3028A | Perform specialist amenity pruning | AHCPGD303A | Perform specialist amenity pruning | E |  |
| RTF3207A | Implement a landscape maintenance program | AHCPGD304A | Implement a landscape maintenance program | E |  |
| RTC3201A | Conduct operational inspection of park facilities | AHCPGD305A | Conduct operational inspection of park facilities | E |  |
| RTC3211A | Implement a maintenance program for an aquatic environment | AHCPGD306A | Implement a maintenance program for an aquatic environment | E |  |
| RTF4001A | Design plant displays | AHCPGD401A | Design plant displays | E |  |
| RTF4003A | Plan a plant establishment program | AHCPGD402A | Plan a plant establishment program | E |  |
| RTF5013A | Manage plant cultural practices for amenity horticulture | AHCPGD501A | Manage plant cultural practices | N |  |
| RTF5009A | Plan the restoration of parks and gardens | AHCPGD502A | Plan the restoration of parks and gardens | E |  |
| RTC5520A | Manage parks and reserves | AHCPGD503A | Manage parks and reserves | E |  |
| RTF5506A | Develop and implement a streetscape management plan | AHCPGD504A | Develop and implement a streetscape management plan | E |  |
| RTC5201A | Conduct comprehensive inspection of park facilities | AHCPGD505A | Conduct comprehensive inspection of park facilities | E |  |
| RTE1005A | Support horticultural production | AHCPHT101A | Support horticultural production | E |  |
| RTE2010A | Establish horticultural crops | AHCPHT201A | Plant horticultural crops | E |  |
| RTE2006A | Carry out canopy maintenance | AHCPHT202A | Carry out canopy maintenance | E |  |
| RTE2021A | Support horticultural crop harvesting | AHCPHT203A | Support horticultural crop harvesting | E |  |
| RTE2028A | Undertake field budding and grafting | AHCPHT204A | Undertake field budding and grafting | E |  |
| RTE2033A | Carry out post-harvest operations | AHCPHT205A | Carry out postharvest operations | E |  |
| RTE2031A | Handle and move mushroom boxes | AHCPHT206A | Handle and move mushroom boxes | E |  |
| RTE2505A | Perform mushroom substrate process tasks | AHCPHT207A | Perform mushroom substrate process tasks | E |  |
| RTE2032A | Water mushroom crops | AHCPHT208A | Water mushroom crops | E |  |
| RTE3002A | Coordinate a crop regulation program | AHCPHT301A | Carry out a crop regulation program | E |  |
| RTE3003A | Coordinate horticultural crop harvesting | AHCPHT302A | Coordinate horticultural crop harvesting | E |  |
| RTE3013A | Implement a post-harvest program | AHCPHT303A | Implement a post-harvest program | E |  |
| RTE3030A | Harvest horticultural crops mechanically | AHCPHT304A | Harvest horticultural crops mechanically | E |  |
| RTE2018A | Regulate crops | AHCPHT305A | Regulate crops | E |  |
| RTE2010A | Establish horticultural crops | AHCPHT306A | Establish horticultural crops | E |  |
| RTE3512A | Prepare raw materials and compost the feedstocks | AHCPHT307A | Prepare raw materials and compost the feedstocks | E |  |
| RTE3513A | Prepare value-added compost-based products | AHCPHT308A | Prepare value-added compost-based products | E |  |
| RTE3511A | Supervise mushroom substrate preparation | AHCPHT309A | Supervise mushroom substrate preparation | E |  |
| RTE4029A | Assess olive oil for style and quality | AHCPHT401A | Assess olive oil for style and quality | E |  |
| RTE4002A | Develop a crop regulation program | AHCPHT402A | Develop a crop regulation program | E |  |
| RTE4920A | Develop harvesting and processing specifications to produce an olive oil | AHCPHT403A | Develop harvesting and processing specifications to produce an olive oil | E |  |
| RTE4028A | Implement and monitor a horticultural crop harvesting program | AHCPHT404A | Implement and monitor a horticultural crop harvesting program | E |  |
| RTE4515A | Manage mushroom substrate preparation | AHCPHT405A | Manage mushroom substrate preparation | E |  |
| RTE4516A | Control Phase II mushroom substrate process | AHCPHT406A | Control Phase II mushroom substrate process | E |  |
| RTE4013A | Manage mushroom crop development | AHCPHT407A | Manage mushroom crop development | E |  |
|  |  |  |  |  |  |
| RTF5001A | Develop a horticultural production plan | AHCPHT502A | Develop a horticultural production plan | E |  |
| RTF5012A | Manage a controlled growing environment | AHCPHT503A | Manage a controlled growing environment | E |  |
| RTE2105A | Collect store and handle eggs from breeder flocks | AHCPLY201A | Collect store and handle eggs from breeder flocks | E |  |
| RTE2140A | Maintain health and welfare of poultry | AHCPLY202A | Maintain health and welfare of poultry | E |  |
| RTE2141A | Set up shed for placement of day-old chickens | AHCPLY203A | Set up shed for placement of day-old chickens | E |  |
| RTE2142A | Collect and pack eggs for human consumption | AHCPLY204A | Collect and pack eggs for human consumption | E |  |
| RTE3135A | Artificially inseminate birds | AHCPLY301A | Artificially inseminate birds | E |  |
| RTE2102A | Brood poultry | AHCPLY302A | Brood poultry | E |  |
| RTE2108A | Identify and sex birds | AHCPLY303A | Identify and sex birds | E |  |
| RTE2109A | Incubate eggs | AHCPLY304A | Incubate eggs | E |  |
| RTE2147A | Beak trim chickens | AHCPLY305A | Beak trim chickens | E |  |
| RTE3708A | Clean and fumigate intensive production sheds | AHCPLY306A | Clean and fumigate intensive production sheds | E |  |
| RTE3149A | Supervise free-range poultry operations | AHCPLY401A | Supervise free-range poultry operations | E |  |
| RTC2401A | Treat weeds | AHCPMG201A | Treat weeds | E |  |
| RTC2404A | Treat plant pests, diseases and disorders | AHCPMG202A | Treat plant pests, diseases and disorders | E |  |
| RTC3401A | Control weeds | AHCPMG301A | Control weeds | E |  |
| RTC3404A | Control plant pests, diseases and disorders | AHCPMG302A | Control plant pests, diseases and disorders | E |  |
| RTD3706A | Maintain biological cultures | AHCPMG303A | Maintain biological cultures | E |  |
| RTD3707A | Release biological agents | AHCPMG304A | Release biological agents | E |  |
| RTD4402A | Define the pest problem in a local area | AHCPMG401A | Define the pest problem in a local area | E |  |
| RTD4403A | Develop a pest management action plan within a local area | AHCPMG402A | Develop a pest management action plan within a local area | E |  |
| RTD4404A | Develop monitoring procedures for the local pest management strategy | AHCPMG403A | Develop monitoring procedures for the local pest management strategy | E |  |
| RTD4405A | Coordinate the local pest management strategy | AHCPMG404A | Coordinate the local pest management strategy | E |  |
| RTD4406A | Implement pest management action plans | AHCPMG405A | Implement pest management action plans | E |  |
| RTD4407A | Investigate a reported pest treatment failure | AHCPMG406A | Investigate a reported pest treatment failure | E |  |
| RTD3405A | Monitor and evaluate the local pest management action plan | AHCPMG407A | Monitor and evaluate the local pest management action plan | E |  |
| RTE4401A | Control weeds, pests and/or diseases in crops | AHCPMG408A | Control weeds, pests and/or diseases | E |  |
| RTD5404A | Coordinate the pest management strategy in a regional or broader context | AHCPMG501A | Coordinate the pest management strategy in a regional or broader context | E |  |
| RTD5401A | Define the pest problem in a regional or broader context | AHCPMG502A | Define the pest problem in a regional or broader context | E |  |
| RTD5402A | Develop a strategy for the management of target pests | AHCPMG503A | Develop a strategy for the management of target pests | E |  |
| RTD5403A | Develop a system for monitoring the pest management strategy | AHCPMG504A | Develop a system for monitoring the pest management strategy | E |  |
| RTD5405A | Evaluate the pest management strategy | AHCPMG505A | Evaluate the pest management strategy | E |  |
| RTD5512A | Manage the implementation of legislation | AHCPMG506A | Manage the implementation of legislation | E |  |
| RTE6402A | Develop a plant pest survey strategy | AHCPMG601A | Develop a plant pest survey strategy | E |  |
| RTE6403A | Develop a plant pest destruction strategy | AHCPMG602A | Develop a plant pest destruction strategy | E |  |
| RTE2151A | Care for health and welfare of pigs | AHCPRK201A | Care for health and welfare of pigs | E |  |
| RTE2145A | Care for weaner and grower pigs | AHCPRK202A | Care for weaner and grower pigs | E |  |
| RTE2129A | Move and handle pigs | AHCPRK203A | Move and handle pigs | E |  |
| RTE3123A | Pregnancy test pigs | AHCPRK301A | Pregnancy test pigs | E |  |
| RTE3127A | Treat rectal prolapse in pigs | AHCPRK302A | Treat rectal prolapse in pigs | E |  |
| RTE2133A | Artificially inseminate pigs | AHCPRK303A | Artificially inseminate pigs | E |  |
| RTE2143A | Mate pigs and monitor dry sow performance | AHCPRK304A | Mate pigs and monitor dry sow performance | E |  |
| RTE4116A | Implement a feeding strategy for pig production | AHCPRK401A | Implement a feeding strategy for pig production | E |  |
| RTD2202A | Conduct erosion and sediment control activities | AHCSAW201A | Conduct erosion and sediment control activities | E |  |
| RTD3205A | Construct conservation earthworks | AHCSAW301A | Construct conservation earthworks | E |  |
| RTD3212A | Implement erosion and sediment control measures | AHCSAW302A | Implement erosion and sediment control measures | E |  |
| RTD4205A | Set out conservation earthworks | AHCSAW401A | Set out conservation earthworks | E |  |
| RTD4207A | Supervise on-site implementation of conservation earthworks | AHCSAW402A | Supervise on-site implementation of conservation earthworks | E |  |
| RTD5202A | Design control measures and structures | AHCSAW501A | Design control measures and structures | E |  |
| RTD5203A | Plan erosion and sediment control measures | AHCSAW502A | Plan erosion and sediment control measures | E |  |
| RTD5204A | Plan conservation earthworks | AHCSAW503A | Plan conservation earthworks | E |  |
| RTE1105A | Undertake basic shearing and crutching | AHCSHG101A | Undertake basic shearing and crutching | E |  |
| RTE2107A | Crutch sheep | AHCSHG201A | Crutch sheep | E |  |
| RTE2216A | Assist in preparing for shearing and crutching | AHCSHG202A | Assist in preparing for shearing and crutching | E |  |
| RTE1106A | Shear sheep to novice level | AHCSHG203A | Shear sheep to novice level | E |  |
| RTE2149A | Shear sheep to improver level | AHCSHG204A | Shear sheep to improver level | E |  |
| RTE2302A | Grind combs and cutters for machine shearing | AHCSHG205A | Grind combs and cutters for machine shearing | E |  |
| RTE2310A | Prepare handpiece and downtube for machine shearing | AHCSHG206A | Prepare handpiece and downtube for machine shearing | E |  |
| RTE2138A | Shear goats | AHCSHG207A | Shear goats | E |  |
| RTE2152A | Shear alpacas | AHCSHG208A | Shear alpacas | E |  |
| RTE2154A | Support alpaca shearing operations | AHCSHG209A | Support alpaca shearing operations | E |  |
| RTE3122A | Prepare livestock for shearing | AHCSHG301A | Prepare livestock for shearing | E |  |
| RTE3318A | Prepare combs and cutters for machine shearing | AHCSHG302A | Prepare combs and cutters for machine shearing | E |  |
| RTE3304A | Maintain and service shearing handpieces | AHCSHG303A | Maintain and service shearing handpieces | E |  |
| RTE3129A | Shear sheep to professional level | AHCSHG304A | Shear sheep to professional level | E |  |
| RTE3139A | Maintain consistent shearing performance | AHCSHG305A | Maintain consistent shearing performance | E |  |
| RTE3107A | Carry out post-shearing procedures | AHCSHG306A | Carry out post-shearing procedures | E |  |
| RTE3152A | Plan and prepare for alpaca shearing | AHCSHG307A | Plan and prepare for alpaca shearing | E |  |
| RTE4129A | Apply advanced shearing techniques | AHCSHG401A | Apply advanced shearing techniques | E |  |
| RTE4310A | Conduct equipment experting for machine shearing | AHCSHG402A | Conduct equipment experting for machine shearing | E |  |
| RTE4917A | Account for shearing shed supplies | AHCSHG403A | Account for shearing shed supplies | E |  |
| RTE4111A | Manage shearing and crutching operations | AHCSHG404A | Manage shearing and crutching operations | E |  |
| RTE4904A | Arrange employment for shearing operations | AHCSHG405A | Arrange employment for shearing operations | E |  |
| RTE4916A | Prepare shearing team wages | AHCSHG406A | Prepare shearing team wages | E |  |
|  |  | AHCSHG407A | Oversee and instruct shed staff |  | New unit |
| RTF2504A | Determine basic properties of soil/growing media | AHCSOL201A | Determine basic properties of soil and/or growing media | E |  |
| RTF3510A | Design and prepare growing media | AHCSOL301A | Prepare growing media | E |  |
|  |  | AHCSOL302A | Construct a soil profile |  | New unit |
| RTF3503A | Sample soils and analyse results | AHCSOL401A | Sample soils and interpret results | E |  |
| RTE4511A | Develop a soil use map for a property | AHCSOL402A | Develop a soil use map for a property | E |  |
| RTC4512A | Prepare acid sulphate soil management plans | AHCSOL403A | Prepare acid sulphate soil management plans | E |  |
| RTC4513A | Supervise acid sulphate soil remediation and management projects | AHCSOL404A | Supervise acid sulphate soil remediation and management projects | E |  |
| RTF5521A | Monitor and manage soils | AHCSOL501A | Monitor and manage soils for production | E |  |
|  |  | AHCSPO301A | Operate a screen cleaner |  | New unit |
|  |  | AHCSPO302A | Operate an indent cylinder |  | New unit |
|  |  | AHCSPO303A | Operate a gravity table |  | New unit |
|  |  | AHCSPO304A | Operate seed modification machinery |  | New unit |
|  |  | AHCSPO305A | Operate seed treatment machinery |  | New unit |
|  |  | AHCSPO306A | Operate specialised seed processing machinery |  | New unit |
|  |  | AHCSPO307A | Handle, package and store commercial quantities of seed |  | New unit |
|  |  | AHCSPO308A | Sample seed before and after processing |  | New unit |
| RTE3305A | Install and terminate extra low voltage wiring systems | AHCTEQ301A | Install and terminate extra low voltage wiring systems | E |  |
| RTF1003A | Support turf work | AHCTRF101A | Support turf work | E |  |
| RTF2020A | Assist with turf construction | AHCTRF201A | Assist with turf construction | E |  |
| RTF2015A | Prepare turf surfaces for play | AHCTRF202A | Prepare turf surfaces for play | E |  |
| RTF2019A | Renovate grassed areas | AHCTRF203A | Renovate grassed areas | E |  |
| RTF2023A | Support turf establishment | AHCTRF204A | Support turf establishment | E |  |
| RTF3001A | Construct turf playing surfaces | AHCTRF301A | Construct turf playing surfaces | E |  |
| RTF3010A | Establish turf | AHCTRF302A | Establish turf | E |  |
| RTF3004A | Implement a grassed area maintenance program | AHCTRF303A | Implement a grassed area maintenance program | E |  |
| RTF3023A | Monitor turf health | AHCTRF304A | Monitor turf health | E |  |
| RTF3027A | Renovate sports turf | AHCTRF305A | Renovate sports turf | E |  |
| RTF4005A | Develop a sports turf maintenance program | AHCTRF401A | Develop a sports turf maintenance program | E |  |
|  |  | AHCTRF402A | Plan and implement sports turf renovation |  | New unit |
| RTF5008A | Plan the establishment of sports turf playing surfaces | AHCTRF501A | Plan the establishment of sports turf playing surfaces | E |  |
| RTD2402A | Clear features that harbour pest animals | AHCVPT201A | Clear features that harbour pest animals | E |  |
| RTD2116A | Muster pest animals | AHCVPT202A | Muster pest animals | E |  |
| RTD2125A | Use firearms to humanely destroy animals | AHCVPT203A | Use firearms to humanely destroy animals | E |  |
| RTE3406A | Implement vertebrate pest control program | AHCVPT302A | Implement vertebrate pest control program | E |  |
| RTD3132A | Survey pest animals | AHCVPT303A | Survey pest animals | E |  |
| RTD2403A | Conduct vertebrate pest activities from aircraft | AHCVPT304A | Conduct vertebrate pest activities from aircraft | E |  |
| RTD2405A | Tag and locate Judas animals | AHCVPT305A | Tag and locate Judas animals | E |  |
| RTD2101A | Apply animal trapping techniques | AHCVPT306A | Apply animal trapping techniques | E |  |
| RTE2608A | Set up, operate and maintain water delivery system | AHCWAT201A | Set up, operate and maintain water delivery system | E |  |
| RTE3608A | Monitor and operate water treatment processes | AHCWAT301A | Monitor and operate water treatment processes | E |  |
| RTE5608A | Design water treatment systems | AHCWAT501A | Design water treatment systems | E |  |
| RTE5606A | Manage water systems | AHCWAT502A | Manage water systems | E |  |
| RTE1103A | Support woolshed activities | AHCWOL101A | Support woolshed activities | E |  |
| RTE2117A | Pen sheep | AHCWOL201A | Pen sheep | E |  |
| RTE2119A | Perform board duties | AHCWOL202A | Perform board duties | E |  |
| RTE2120A | Assist with pressing wool | AHCWOL203A | Carry out wool pressing | E |  |
| RTE2155A | Undertake basic skirting of alpaca fleece | AHCWOL204A | Undertake basic skirting of alpaca fleece | E |  |
| RTE3111A | Appraise wool using industry descriptions | AHCWOL301A | Appraise wool using industry descriptions | E |  |
| RTE3138B | Determine wool characteristics | AHCWOL303A | Prepare wool based on its characteristics | E | Major edit to work role |
| RTE3141A | Prepare fleece wool for classing | AHCWOL304A | Prepare fleece wool for classing | E |  |
| RTE3142A | Prepare skirtings and oddments | AHCWOL305A | Prepare skirtings and oddments | E |  |
| RTE3130A | Supervise clip preparation | AHCWOL306A | Supervise clip preparation | E | Minor changes. Edit to include board, table and presser duties |
| RTE3902A | Document a wool clip | AHCWOL307A | Document a wool clip | E |  |
| RTE3120A | Prepare facilities for shearing and crutching | AHCWOL308A | Prepare facilities for shearing and crutching | E | Minor changes. Edits to Elements PCs S&K - add supply of sheep |
| RTE3145A | Press wool | AHCWOL310A | Press wool for a clip | E |  |
|  |  | AHCWOL311A | Perform shed duties |  | New unit |
| RTE3109A | Class goat fibre | AHCWOL312A | Class goat fibre | E |  |
| RTE3150A | Class alpaca fleece | AHCWOL313A | Class alpaca fleece | E |  |
| RTE4103A | Determine wool classing strategies | AHCWOL401A | Determine wool classing strategies | E |  |
| RTE4123A | Use individual fleece measurements to prepare wool for sale | AHCWOL402A | Use individual fleece measurements to prepare wool for sale | E |  |
|  |  | AHCWOL403A | Prepare for, implement and review wool harvesting, clip preparation and classing |  | New unit |
|  |  | AHCWOL404A | Establish work routines and manage wool harvesting and preparation staff |  | New unit |
| RTE3108A | Class fleece wool | AHCWOL405A | Class fleece wool | E |  |
| RTC1201A | Maintain the workplace | AHCWRK101A | Maintain the workplace | E |  |
| RTE2503B | Observe and report on weather | AHCWRK201A | Observe and report on weather | E |  |
| RTC2702A | Observe environmental work practices | AHCWRK202A | Observe environmental work practices | E |  |
| RTD2703A | Operate in isolated and remote situations | AHCWRK203A | Operate in isolated and remote situations | E |  |
| RTC2705A | Work effectively in the industry | AHCWRK204A | Work effectively in the industry | E |  |
| RTC2801A | Participate in workplace communications | AHCWRK205A | Participate in workplace communications | E |  |
| RTE2901A | Observe enterprise quality assurance procedures | AHCWRK206A | Observe enterprise quality assurance procedures | E |  |
| RTE2902B | Collect and record production data | AHCWRK207A | Collect and record production data | E |  |
| RTE2804A | Provide information on products and services | AHCWRK208A | Provide information on products and services | E |  |
|  |  | AHCWRK209A | Participate in environmentally sustainable work practices |  | Recoded BSB unit |
| RTE3504B | Collect samples for a rural production or horticulture monitoring program | AHCWRK301A | Collect samples for a rural production or horticulture monitoring program | E |  |
| RTE3506A | Monitor weather conditions | AHCWRK302A | Monitor weather conditions | E |  |
| RTC3701A | Respond to emergencies | AHCWRK303A | Respond to emergencies | E |  |
| RTD3703A | Respond to rescue incidents | AHCWRK304A | Respond to rescue incidents | E |  |
| RTC3805A | Coordinate work site activities | AHCWRK305A | Coordinate work site activities | E |  |
| RTE3901A | Comply with industry quality assurance requirements | AHCWRK306A | Comply with industry quality assurance requirements | E |  |
| RTE3103A | Apply quality assurance procedures in wool preparation | AHCWRK306A | Comply with industry quality assurance requirements | E |  |
| RTE3818A | Develop and apply fertiliser and soil ameliorant product knowledge | AHCWRK307A | Develop and apply fertiliser and soil ameliorant product knowledge | E |  |
| RTE3008A | Handle bulk materials in storage area | AHCWRK308A | Handle bulk materials in storage area | E |  |
| RTE3801A | Provide on-job training support | AHCWRK310A | Provide on-job training support | E |  |
| RTC3218A | Undertake a site assessment | AHCWRK311A | Conduct site inspections | N |  |
| RTE3714A | Maintain and monitor environmental work practices | AHCWRK313A | Implement and monitor environmentally sustainable work practices | E |  |
| RTE4915A | Implement and monitor quality assurance procedures | AHCWRK401A | Implement and monitor quality assurance procedures | E |  |
| RTD4811A | Provide information on environmental issues and policies | AHCWRK402A | Provide information on issues and policies | E |  |
| RTC4908A | Supervise work routines and staff performance | AHCWRK403A | Supervise work routines and staff performance | E |  |
| RTD3501A | Assist in the implementation of legislation | AHCWRK404A | Ensure compliance with pest legislation | N |  |
| RTE5903A | Plan, implement and review a quality assurance program | AHCWRK501A | Plan, implement and review a quality assurance program | E |  |
| RTC5913A | Collect and manage data | AHCWRK502A | Collect and manage data | E |  |
| RTC5914A | Prepare reports | AHCWRK503A | Prepare reports | E |  |
| RTE5924A | Research and apply rural industry knowledge | AHCWRK504A | Assess new industry developments | E |  |
| RTE5525A | Manage trial and/or research material | AHCWRK505A | Manage trial and/or research material | E |  |
|  |  | AHCWRK507A | Implement professional practice |  | New unit |
|  |  | AHCWRK508A | Interpret legislation |  | New unit |
| RTC5801A | Provide specialist advice to clients | AHCWRK509A | Provide specialist advice to clients | E |  |
|  |  | AHCWRK510A | Audit site operations |  | New unit |
|  |  | AHCWRK511A | Develop workplace policy and procedures for sustainability |  | Recoded BSB unit |
| RTD6902A | Monitor projects in a program | AHCWRK601A | Monitor projects in a program | E |  |
| RTE6802A | Lead and manage community or industry organisations | AHCWRK602A | Lead and manage community or industry organisations | E |  |
| RTE6503A | Design and conduct a field-based research trial | AHCWRK603A | Design and conduct a field-based research trial | E |  |
| RTC2704A | Provide basic first aid |  |  |  | Unit removed |
| RTD2313A | Clean machinery of plant, animal and soil material |  |  |  | Unit removed. Content merged with AHCBIO201A. |
| RTD3815A | Represent group at functions |  |  |  | Unit removed |
| RTD4907A | Establish an office |  |  |  | Unit removed |
| RTE1105A | Undertake basic shearing and crutching |  |  |  | Unit removed |
| RTE2213A | Weld and fabricate stainless steel |  |  |  | Unit removed |
| RTE2308A | Operate ride-on vehicles |  |  |  | Unit removed |
| RTE3303A | Operate all terrain vehicles |  |  |  | Unit removed |
| RTE3309A | Operate machinery in adverse conditions |  |  |  | Unit removed |
| RTE3316A | Disconnect/ reconnect fixed wired equipment |  |  |  | Unit removed |
| RTE3712A | Administer medication to animals |  |  |  | Unit removed. See RTE3115A |
| RTE4127A | Class wool for special markets |  |  |  | Unit removed |
| RTE4801A | Provide information on marketing the clip |  |  |  | Unit removed |
| RTE4813A | Provide information and advice on wool preparation |  |  |  | Unit removed |
| RTF1002A | Support arboricultural work |  |  |  | Unit removed |
| RTF1007A | Support floricultural production |  |  |  | Unit removed. See AHCPHT101A |
| RTF4006A | Plan a tree pruning program |  |  |  | Unit removed |
| RTF4019A | Prepare and implement plans to minimise tree stress |  |  |  | Unit removed |
| RTF4021A | Plan the removal of trees |  |  |  | Unit removed |
| RTF4514A | Develop soil survey maps |  |  |  | Unit removed |
| RTE5527A | Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs |  |  |  | Unit removed |

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

• provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials

• enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies

• encourages the development and delivery of flexible training which suits individual and industry requirements

• encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace,

off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

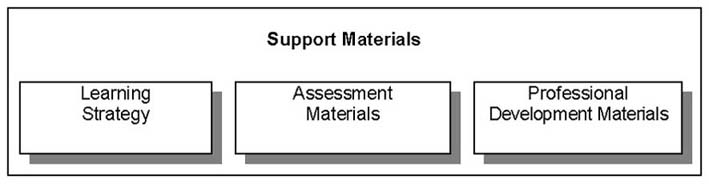
Each Training Package provides details of those units of competency that must be achieved

to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced "by a range of stakeholders such as RTOs,

individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au>.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example AHC10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example AHC10110. Qualification codes are developed as follows:

• the first three letters identify the Training Package;

• the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);

• the next two numbers identify the position in the sequence of the qualification at that level; and

• the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

• a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in AHCAGB301A;

• the first three characters signify the Training Package - AHC10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;

• the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and

• where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

• first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;

• this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced

Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;

• then, the industry descriptor, for example Telecommunications; and

• then, if applicable, the occupational or functional stream in brackets, for example

(Computer Systems).

For example:

• AHC10110 Certificate I in Conservation and Land Management

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

• AHCAGB301A Keep records for a primary production business

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\_Handbook\_07.pdf The AQF provides a comprehensive, nationally consistent framework for all qualifications in

post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

• Certificate I in ...

• Certificate II in ...

• Certificate III in ...

• Certificate IV in ...

• Diploma of ...

• Advanced Diploma of ...

• Vocational Graduate Certificate of ...

• Vocational Graduate Diploma of ...

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions see the AQF Implementation Handbook for details.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration. .

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration..

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification testamur or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

• demonstrate knowledge by recall in a narrow range of areas;

• demonstrate basic practical skills, such as the use of relevant tools;

• perform a sequence of routine tasks given clear direction

• receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

• demonstrate basic operational knowledge in a moderate range of areas;

• apply a defined range of skills;

• apply known solutions to a limited range of predictable problems;

• perform a range of tasks where choice between a limited range of options is required;

• assess and record information from varied sources;

• take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied

across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

• demonstrate some relevant theoretical knowledge

• apply a range of well-developed skills

• apply known solutions to a variety of predictable problems

• perform processes that require a range of well-developed skills where some discretion and judgement is required

• interpret available information, using discretion and judgement

• take responsibility for own outputs in work and learning

• take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range

of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

• demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

• apply solutions to a defined range of unpredictable problems

• identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas

• identify, analyse and evaluate information from a variety of sources

• take responsibility for own outputs in relation to specified quality standards

• take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

• demonstrate understanding of specialised knowledge with depth in some areas

• analyse, diagnose, design and execute judgements across a broad range of technical or management functions

• generate ideas through the analysis of information and concepts at an abstract level

• demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills

• demonstrate accountability for personal outputs within broad parameters

• demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

• The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

• Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

• Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

• The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

• Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

• Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.

• Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

• Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.

• Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

• The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

• Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.

• Further specialisation within a systematic and coherent body of knowledge.

• Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for

all aspects of work and functions of others, including planning, budgeting and strategy development.

• The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

• Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.

• Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.

• Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.

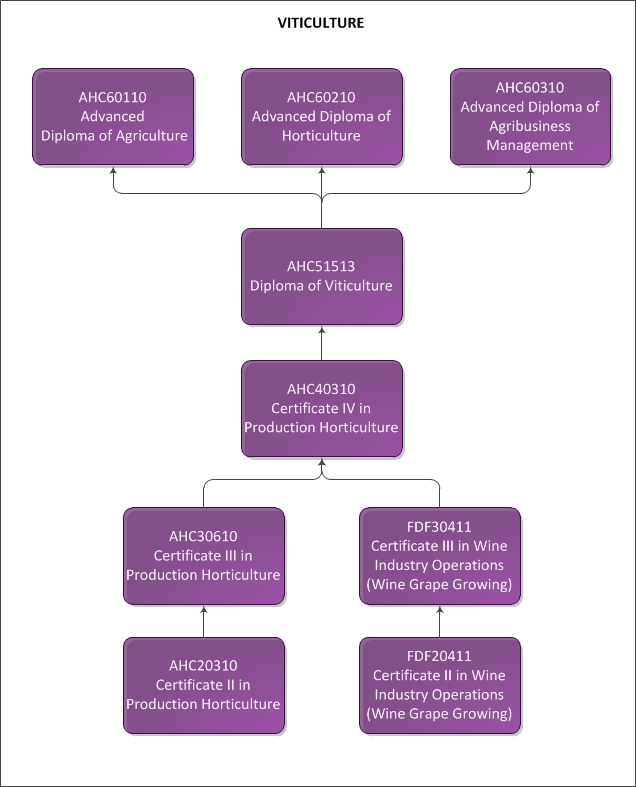
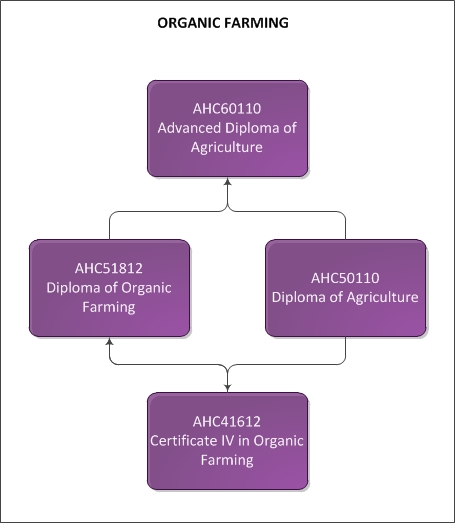
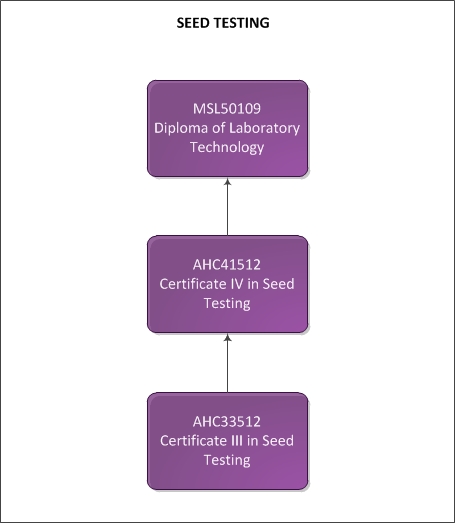
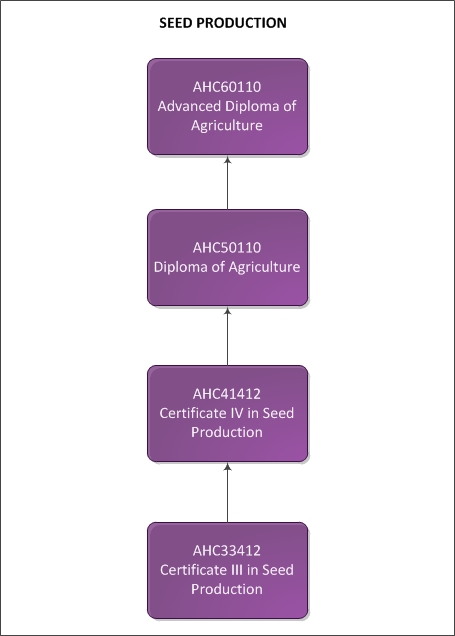
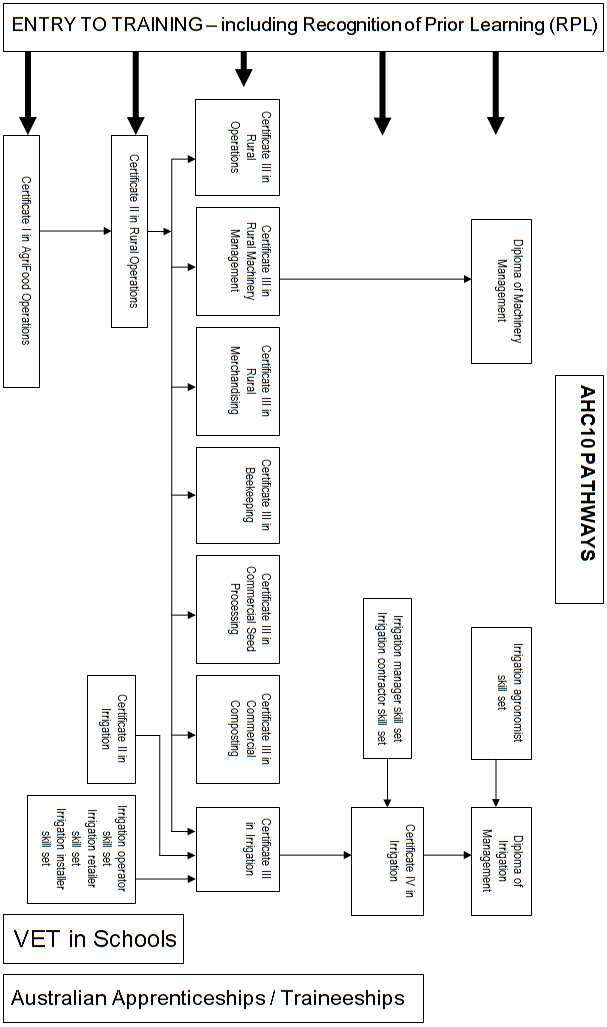
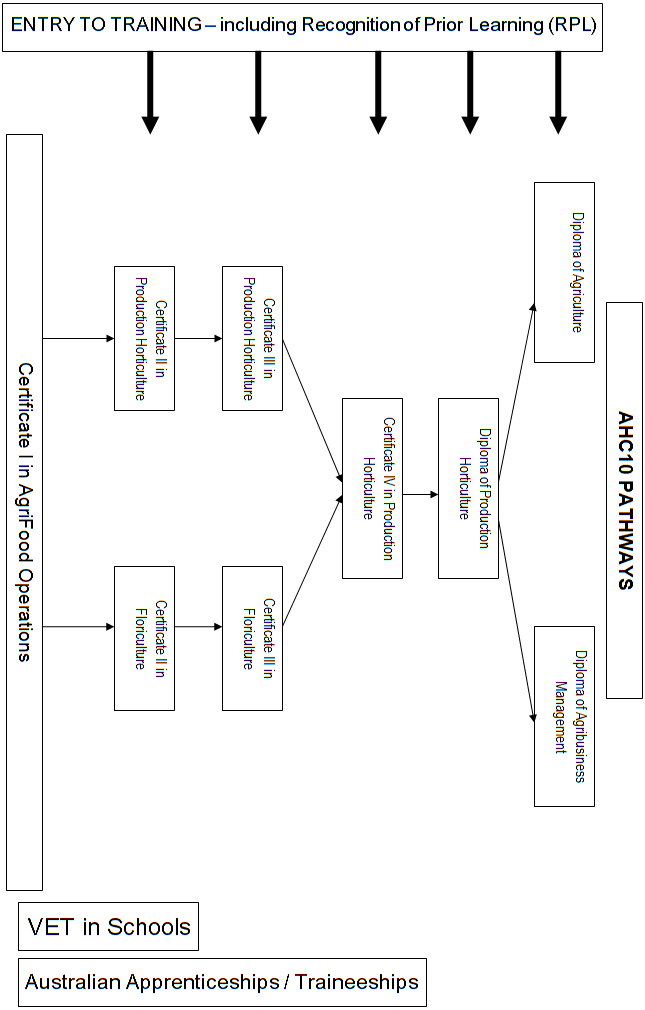
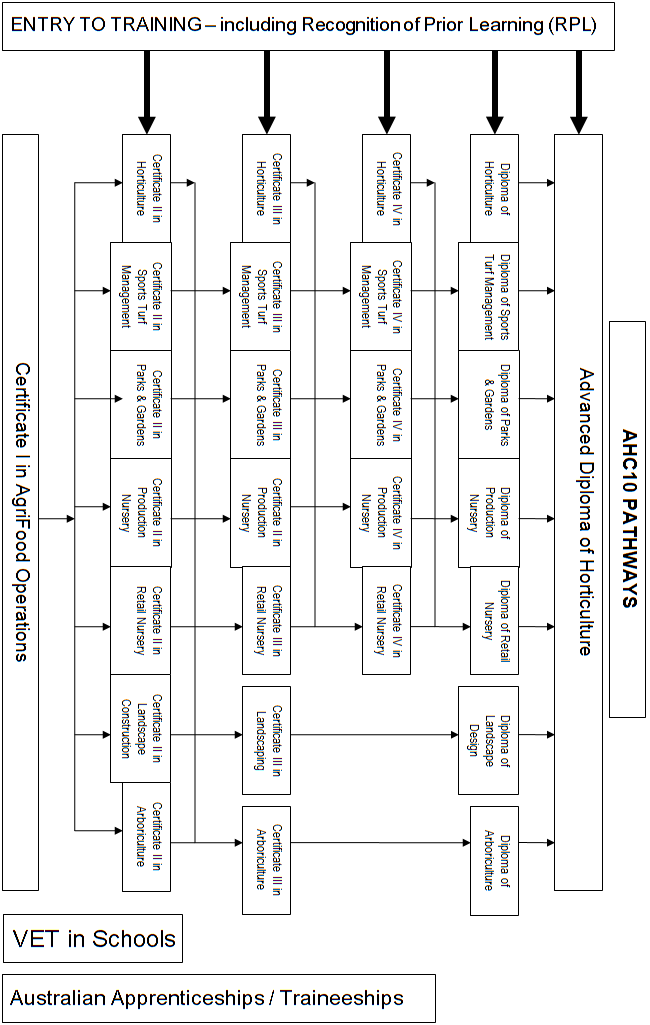
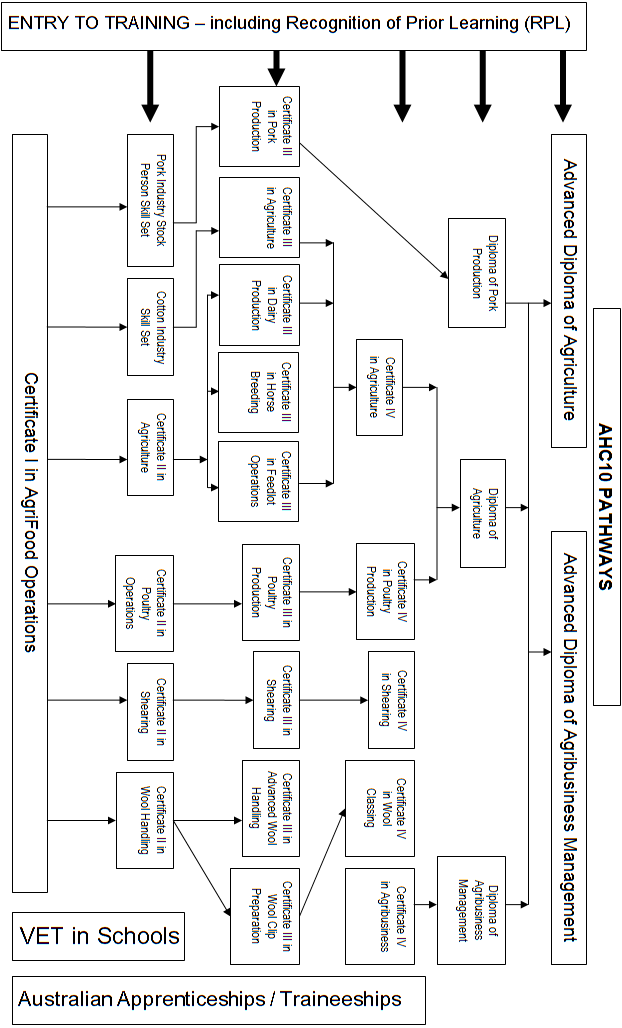
• Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.

• Demonstrate full responsibility and accountability for personal outputs.

• Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

| Qualification Pathways |
| --- |



Skill Sets in this Training Package

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\_Handbook\_07.pdf

| Skill Sets in this Training Package |
| --- |
| There are fourteen Skill Sets within the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package. These are:   * AHCSS00001 Advanced Chemical Spray Application Skill Set * AHCSS00002 Agricultural Chemical Skill Set * AHCSS00003 Cotton Industry Skill Set * AHCSS00004 Gravity Fed Irrigation Operator Skill Set * AHCSS00005 Irrigation Agronomist Skill Set * AHCSS00006 Irrigation Contractor Skill Set * AHCSS00007 Irrigation Installer Skill Set * AHCSS00008 Irrigation Manager Skill Set * AHCSS00009 Irrigation Retailer Skill Set * AHCSS00010 Pork Industry Stock Person Skill Set * AHCSS00011 Pressurised Irrigation System Operator Skill Set * AHCSS00012 Recognise Aboriginal Cultural Sites Skill Set * AHCSS00013 Report on Aboriginal Cultural Sites Skill Set * AHCSS00014 Seed Crop Field Inspector Skill Set * AHCSS00015 Carbon Farming Initiative Advisor Skill Set * AHCSS00016 Carbon Farming Business Advisor Skill Set * AHCSS00017 Carbon Farming Livestock Project Implementer Skill Set * AHCSS00018 Carbon Farming Initiative Waste and Manure Management Project Implementer Skill Set * AHCSS00019 Carbon Farming Initiative Soil or Biochar Project Implementer Skill Set * AHCSS00020 Carbon Farming Initiative Savannah Burning, Feral Animal, Rangelands Project Implementer Skill Set * AHCSS00021 Carbon Farming Initiative Vegetation Project Implementer Skill Set * AHCSS00022 Carbon Farming Initiative Emissions Avoidance from Soil and Crops Project Implementer Skill Set * AHCSS00023 Basic Introduction to Beekeeping Skill Set * AHCSS00025 Farm Business Management Skill Set |

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

• benchmarks for assessment

• specific industry requirements

• principles of assessment

• rules of evidence

• assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

validity

reliability

flexibility

fairness

sufficiency

These principles must be addressed in the:

design, establishment and management of the assessment system for this Training

Package development of assessment tools, and the conduct of assessment.

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

|  |  |
| --- | --- |
| (a) | assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance |
| (b) | assessment of knowledge and skills must be integrated with their practical application |
| (c) | judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment  methods). The specific evidence requirements of each unit of competency provide advice on sufficiency |

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate"s needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate"s needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an

opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate"s own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.

The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from < www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the

AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users" Guide to the Essential Standards for Registration Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010

Essential Standards for Initial and Continuing Registration.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook-available on the AQF Council website < www.aqf.edu.au>.

This section provides information on licensing/registration requirements for this Training

Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and VET, vary between each State and Territory and can regularly change. The developers of this Training Package and DEEWR consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory department(s) to check if the licensing/registration requirements still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at www.agrifoodskills.net.au .

Requirements for Assessors

Assessors will be required to meet the AQTF requirements. This includes meeting the required licensing, registration or regulatory requirements as well as demonstrated technical competency for the AHC units assessed.

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency.

Wherever possible, integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency.

Design of assessment

The design of assessment needs to ensure that all aspects of competency are covered:

• task skills (performance of individual tasks)

• job/role environment skills (deals with the responsibilities and expectations of the workplace)

• relevant underpinning knowledge

and where qualification levels require:

• task management skills (managing a number of different tasks within the job)

• contingency management skills (responding to problems, breakdowns and changes in routine).

Evidence gathering methods

Evidence gathering methods must be gender and culturally-inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider :

• incorporating a range of assessment techniques

• integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions

• using a holistic approached which combines knowledge, understanding,

• problem-solving, technical skills and applications to new situations into the assessment process

• assessing in the workplace (wherever possible), using familiar skills and materials

• eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)

• ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace

• encouraging the candidate to ask questions to clarify instructions

• providing clarification of purpose and process of assessment

• considering cultural and gender issues when setting up the assessment.

Workplace assessment considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgements against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors which will impact on

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

Assessment in a simulated environment

Where assessment is occurring out of the workplace, it is important to ensure that:

• the assessment takes place in a situation as close as possible to workplace reality

• all aspects of competency are assessed

• the assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third party reports of workplace performance, if available, are helpful for this)

• equipment, resources and documents used in assessment closely reflect workplace reality.

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or assessment environment must provide opportunities to:

• demonstrate use of required equipment and other resources

• show the complexity of dealing with multiple tasks

• reflect time pressures and deadlines

• involve prioritising among competing tasks

• deal with customers/clients, including difficult ones

• work with others in a team

• communicate with diverse groups

• find, discuss and test solutions to problems

• explore animal health, welfare and ethical issues

• explore health and safety issues

• answer practically-oriented, applied knowledge questions

• show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

• lack of numbers preventing the establishment of traditional class sizes

• physical remoteness of some communities, where access to training facilities is limited

• scarcity of trainers with the required industry experience

• scarcity of physical training resources (e.g. current and emerging technology).

• Some options for overcoming these challenges include:

• partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis

• delivering certain units by distance mode

• partnerships between industry and RTOs to share resources and personnel

• partnerships between schools and RTOs

• recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job

• travelling to remote workplaces to provide instruction and assessment

• use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources

• use of block release delivery methodology.

Implementation of AHC10 Agriculture, Horticulture and Conservation and Land Management

Training Package within the school sector needs to ensure the following:

• currency of skills and knowledge of those charges with training and assessing 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 underpinning skills and knowledge as delineated within the competency standards

• appropriateness of learning and assessment experiences to ensure that these are current and realistic.

It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

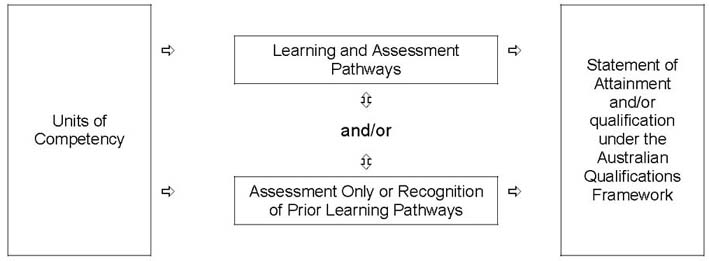
• formal or informal education and training

• experiences in the workplace

• general life experience, and/or

• any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



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 Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and

assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

existing workers; individuals with overseas qualifications; recent migrants with established work histories; people returning to the workplace; and people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

questioning (oral or written) consideration of a portfolio and review of contents consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components

observation of performance, and

participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

authentic (the candidate"s own work);

valid (directly related to the current version of the relevant endorsed unit of competency);

reliable (shows that the candidate consistently meets the endorsed unit of competency);

current (reflects the candidate"s current capacity to perform the aspect of the work covered by the endorsed unit of competency); and

sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

mapping, comparing and evaluating the extent to which the defined learning outcomes and

assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

making an educational judgment of the credit outcomes to be assigned between the

matched components of the two qualifications

setting out the agreed credit outcomes in a documented arrangement or agreement, and publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and

experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

|  |  |  |
| --- | --- | --- |
| 1.4 |  | Training and assessment is delivered by trainers and assessors who: |
|  | a) | have the necessary training and assessment competencies as determined by the  National Quality Council or its successors, and |
|  | b) | have the relevant vocational competencies at least to the level being delivered or assessed, and |
|  | c) | can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and |
|  | d) | continue developing their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.  \* See AQTF 2010 Users" Guide to the Essential Standards for Registration  Appendix 2 |

Industry Assessment Contextualisation 1

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.

Guidelines

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.

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 Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action

learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

• authentic (the candidate's own work)

• valid (directly related to the current version of the relevant endorsed unit of competency)

• reliable (shows that the candidate consistently meets the endorsed unit of competency)

• current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and

• sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

• candidates enrolling in qualifications who want recognition for prior learning or current competencies

• existing workers

• individuals with overseas qualifications

• recent migrants with established work histories

• people returning to the workplace, and

• people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and

assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

|  |  |  |
| --- | --- | --- |
| 1.4 |  | Training and assessment is delivered by trainers and assessors who: |
|  | a) | have the necessary training and assessment competencies as determined by the National Quality Council or its successors |
|  | b) | have the relevant vocational competencies at least to the level being delivered or assessed |
|  | c) | continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTOs services. |

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools. Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service www.ntis.gov.au . Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

• are benchmarked against the relevant unit or units of competency

• are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007

• meet the assessment requirements expressed in Standard 1 of the AQTF 2007. A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for

Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF

2007 Essential Standards for Registration are as follows:

|  |  |  |
| --- | --- | --- |
| 1.5 |  | Assessment, including Recognition of Prior Learning: |
|  | a) | meets the requirements of the relevant Training Package or accredited course, |
|  | b) | is conducted in accordance with the principles of assessment and the rules of evidence, and |
|  | c) | meets workplace and, where relevant, regulatory requirements. |

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There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register < www.ntis.gov.au>.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

• are benchmarked against the relevant unit or units of competency

• are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007

• meet the assessment requirements expressed in Standard 1 of the AQTF 2010

Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education

Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

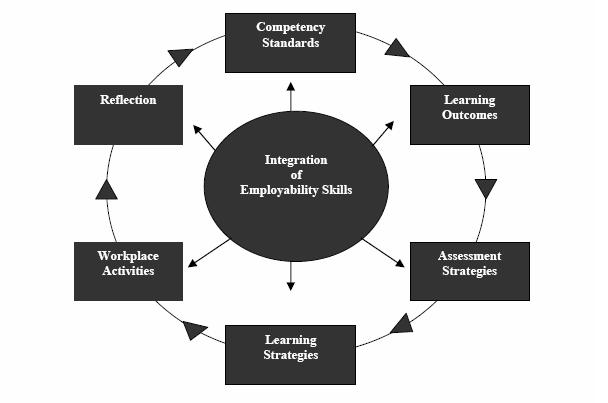
Mandatory Assessment Requirements

Assessments must meet the criteria set out in the 2010 Essential Standards for Initial and Continuing Registration. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration are as follows:

|  |  |  |
| --- | --- | --- |
| 1.5 |  | Assessment, including Recognition of Prior Learning: |
|  | a) | meets the requirements of the relevant Training Package or accredited course, |
|  | b) | is conducted in accordance with the principles of assessment and the rules of evidence, and |
|  | c) | meets workplace and, where relevant, regulatory requirements. |
|  | d) | is systematically validated. |

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency, and an

Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

• reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit

• analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the

application of Employability Skills at that qualification outcome

• designing training and assessment to address Employability Skills requirements.

Employability Skills in the Agriculture, Horticulture and

Conservation and Land Management context

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

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application of Employability Skills at that qualification outcome

• designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at http://www.agrifoodskills.net.au .

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from < http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at < http://employabilityskills.training.com.au>

For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at http://www.agrifoodskills.net.au.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

Access and Equity

An individual"s access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia"s VET clients and Australia"s current and future workforce.

The flexibilities offered by Training Packages should enhance opportunities and potential

outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia"s economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and

training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student"s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx.

Industry Assessment Contextualisation 2

Access and Equity

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See Part 4, Chapter 2 of the Training Package Development Handbook (DEST, September

2007) for more information on reasonable adjustment, including examples of adjustments. Assessment for equity groups

It is important that assessment processes take into account a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Some inclusive assessment practices which will enhance the learning of all students include:

• know what, in particular, you are assessing, and make this clear to students

• create assessment activities in which students have the opportunity to link their learning to what they already know

• make your expectations clear

• make explicit the way in which competency will be assessed, both in discussion with the class beforehand and prior to any assessment activities

• provide alternative pathways to stated outcomes: allow for flexibility in approach, organisation and assessment. The greater the diversity of methods of assessment, the fairer the process for the greatest number of students

• make accommodations based on individual circumstance and need. Remember that students may need the opportunity to experiment to find the adaptation or accommodation which best meets their learning needs

• include self-assessment as a component of the course. Self-assessment involves discussion with students about the criteria according to which they assess their own performance and the level of performance required for different levels

• discuss assessment alternatives with staff with previous experience teaching students with disabilities. You (and your department) should regularly review any alternative arrangements to ensure that these meet both the student's needs (which may change over time) and stated course outcomes.

Assessment for Indigenous learners

There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment. It is understood that Aboriginal and Torres Strait Islander people may:

• learn better in groups than individually

• learn better in the surroundings of their community than in an institutional environment

• prefer oral communications to written forms

• learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches

• have a highly-developed sense of spatial relations by which they learn; hence stories,

• maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

• ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation

• establishing and maintaining a collaborative relationship with local Aboriginal and Torres

• Strait Islander communities

• as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community

• ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package. Principles that underpin assessment include:

• assessment should be transparent, i.e. clearly seen and understood by the candidate and others

• assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process

• assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge

• assessments must provide constructive feedback to candidates and support for further competency development.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the unit of competency. Refer to the section on Competency Standards for more information.

Assessment for people with a disability

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.

Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that - reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important characteristics - height, age, sporting interests, etc. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

• adjustments may only need to be temporary - i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring

• adjustments may need reinforcing - when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'

• adjustments may need improving - where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

• performance indicators - training providers, learners and employers should have agreed indicators of performance which can be measured and monitored

• independent support - a third party, independent of the training and/or assessment environment, may need to be involved

• experimentation - if existing adjustments are not proving satisfactory, creative solutions may be needed

• continuing review - formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Program, which 'provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training' ( www.deewr.gov.au ). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at: www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/ Disability\_Standards\_Education\_Guidance\_Notes\_pdf .

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

|  |  |
| --- | --- |
| Type of disability | Reasonable adjustment |
| Acquired brain injury | • Memory aids (posters, notes, etc.)  • Reflective listening skills  • Stress minimisation  • Time and patience. |
| Hearing impairment | • Audio loops for people using hearing aids  • Plain English documents  • Fire and alarm systems with flashing lights  • Sign language interpreters  • Telephone typewriters. |
| Intellectual disability | • Additional time  • Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks)  • Mentors  • Plain English documents  • Practical learning sessions  • Repetition of learning exercises. |
| Mobility impairment | • Access to aids, such as for holding documents  • Adjustable tables  • Lifting limits  • Note-taking support  • Verbal rather than written presentations  • Personal computers  • Wheelchair access. |
| Psychiatric disability | • Identification and avoidance of stresses  • Ongoing rather than formal assessments  • Reflective listening skills |
|  | • 'Time-out' breaks in assessment. |
| Speech impairment | • Information summaries  • Stress minimisation  • Time and patience  • Written rather than verbal opportunities  • Additional writing time for assignments and tests. |
| Vision impairment | • Audiotapes  • Braille translations  • Enlarged computer screen images  • Enlarged text and images  • Good lighting or reading lamps  • Guide dog provision  • Informing the person before moving furniture  • Voice synthesisers on computers. |

Training and assessment resources and information for equity groups

The following references provide a range of information and resources related to training and assessment for equity groups.

• The Australian Disability Clearing House on Education and Training www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.

• Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: www.natsiew.nexus.edu.au . In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.

• The Working with Diversity web site at www.westone.gov.au/workingwithdiversity includes a range of resources including:

• Working with diversity: A Guide to Equity and the AQTF

• Working with diversity: Quality Training for Indigenous Australians

• Working with diversity: Quality Training for People with a Disability

• Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au .

• Other informative resources include:

LiteracyNet at www.literacynet.deewr.gov.au . The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in

planning, designing, conducting and reviewing of assessments against this Training Package.

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Contacts

Contacts

AgriFood Skills Australia

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Telephone: +61 2 6163 7205

Facsimile: +61 2 6162 0610

Email: trainingpackages@agrifoodskills.net.au

Website: www.agrifoodskills.net.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

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Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact: Innovation & Business Skills Australia Level 2, Building B, 192 Burwood Road HAWTHORN

VIC 3122

Telephone: +61 3 9815 7000

Facsimile: +61 3 9815 7001

Web: www.ibsa.org.au Email: virtual@ibsa.org.au General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA

publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory

Board, 2002, aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 User's Guide to the Essential Standards for Registration. A User's Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au . Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

• Training Package Assessment Materials Kit

• Assessing Competencies in Higher Qualifications

• Recognition Resource

• Kit to Support Assessor Training

• Candidates Kit: Guide to Assessment in New Apprenticeships

• Assessment Approaches for Small Workplaces

• Assessment Using Partnership Arrangements

• Strategies for ensuring Consistency in Assessment

• Networking for Assessors

• Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing

Tests - Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools,

A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.

Rumsey, David 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, Assessor training program - learning materials, Australian Training Products, Melbourne.

Australian National Training Authority, A Guide for Professional Development, ANTA, Brisbane.

Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, Key competencies professional development Package, Department for

Education and Children's Services, South Australia.

Victorian TAFE Association 2000, The professional development CD: A learning tool, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, Demonstrating best practice in VET project - assessment systems and processes , OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. Assessment system designs, Australian Government

Publishing Service, Canberra.

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Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact: Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework

Advisory Board, 2002 < www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about

RTOs, Training Packages and accredited courses - < www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links. http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from: TVET Australia provides an integrated service to enable users of the national training

system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC. http://www.productservices.tvetaustralia.com.au/

Assessment Guidelines - Industry Contextualisation

#### Additional Advice for Assessment Design

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of Units in the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package Version 3 have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the Unit of Competency.

Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each Unit of Competency.

The design of assessment needs to ensure that all aspects of competency are covered:

* task skills (performance of individual tasks)
* job/role environment skills (deals with the responsibilities and expectations of the workplace)
* relevant underpinning knowledge

and where qualification levels require:

* task management skills (managing a number of different tasks within the job)
* contingency management skills (responding to problems, breakdowns and changes in routine).

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the Unit of Competency. Refer to the section on Competency Standards for more information.

#### Evidence Gathering Methods

Evidence gathering methods must be gender and culturally-inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider:

* incorporating a range of assessment techniques
* integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions
* using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
* assessing in the workplace (wherever possible), using familiar skills and materials
* eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
* ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
* encouraging the candidate to ask questions to clarify instructions
* providing clarification of purpose and process of assessment
* considering cultural and gender issues when setting up the assessment.

#### Workplace Assessment Considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgements against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third-party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors which will impact on them, such as duration or changes in work routine.

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

#### Assessment in a Simulated Environment

Where assessment is occurring out of the workplace, it is important to ensure that:

* the assessment takes place in a situation as close as possible to workplace reality
* all aspects of competency are assessed
* the assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third-party reports of workplace performance, if available, are helpful for this)
* equipment, resources and documents used in assessment closely reflect workplace reality.

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or assessment environment must provide opportunities to:

* demonstrate use of required equipment and other resources
* show the complexity of dealing with multiple tasks
* reflect time pressures and deadlines
* involve prioritising among competing tasks
* deal with customers/clients, including difficult ones
* work with others in a team
* communicate with diverse groups
* find, discuss and test solutions to problems
* explore food safety and hygiene issues
* explore health and safety issues
* answer practically-oriented, applied knowledge questions
* show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

#### Training and Assessment in Remote and Regional Areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

* lack of numbers preventing the establishment of traditional class sizes
* physical remoteness of some communities, where access to training facilities is limited
* scarcity of trainers with the required industry experience
* scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

* partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
* delivering certain units by distance mode
* partnerships between industry and RTOs to share resources and personnel
* partnerships between schools and RTOs
* recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job
* travelling to remote workplaces to provide instruction and assessment
* use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources
* use of block release delivery methodology.

#### Training and Assessment for Schools

Implementation of AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package Version 3 within the school sector needs to ensure the following:

* currency of skills and knowledge of those charges with training and assessing 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 underpinning skills and knowledge as delineated within the units of competency
* appropriateness of learning and assessment experiences to ensure that these are current and realistic.

It is recommended that delivery of qualifications in schools should only include Certificates I and II.

#### Assessment for Equity Groups

It is important that assessment processes take into account a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Some inclusive assessment practices which will enhance the learning of all students include:

* know what, in particular, you are assessing, and make this clear to students
* create assessment activities in which students have the opportunity to link their learning to what they already know
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* make explicit the way in which competency will be assessed, both in discussion with the class beforehand and prior to any assessment activities
* provide alternative pathways to stated outcomes: allow for flexibility in approach, organisation and assessment. The greater the diversity of methods of assessment, the fairer the process for the greatest number of students
* make accommodations based on individual circumstance and need. Remember that students may need the opportunity to experiment to find the adaptation or accommodation which best meets their learning needs
* include self-assessment as a component of the course. Self-assessment involves discussion with students about the criteria according to which they assess their own performance and the level of performance required for different levels
* discuss assessment alternatives with staff with previous experience teaching students with disabilities. You (and your department) should regularly review any alternative arrangements to ensure that these meet both the student's needs (which may change over time) and stated course outcomes.

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* establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
* as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
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* assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
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A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.

Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

#### Adjustments in Training and Assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that - reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

#### Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important characteristics - height, age, sporting interests, etc. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

#### Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

#### Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

* adjustments may only need to be temporary, i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
* adjustments may need reinforcing - when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
* adjustments may need improving - where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary.

However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

* performance indicators - training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
* independent support - a third party, independent of the training and/or assessment environment, may need to be involved
* experimentation - if existing adjustments are not proving satisfactory, creative solutions may be needed
* continuing review - formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Program, which 'provides information, coordination and referral services for people with a disability interested in or enrolled in post-school education and training' ( www.deewr.gov.au ). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at: http://www.deewr.gov.au/Schooling/Programs/Documents/Disability\_Standards\_for\_Education\_2005\_pdf.pdf.

#### Reasonable Adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

|  |  |
| --- | --- |
| Type of disability | Reasonable adjustment |
| Acquired brain injury | * Memory aids (posters and notes) * Reflective listening skills * Stress minimisation * Time and patience. |
| Hearing impairment | * Audio loops for people using hearing aids * Plain English documents * Fire and alarm systems with flashing lights * Sign language interpreters * Telephone typewriters. |
| Intellectual disability | * Additional time * Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) * Mentors * Plain English documents * Practical learning sessions * Repetition of learning exercises. |
|  |
| Mobility impairment | * Access to aids, such as for holding documents * Adjustable tables * Lifting limits * Note-taking support * Verbal rather than written presentations * Personal computers * Wheelchair access. |
| Psychiatric disability | * Identification and avoidance of stresses * Ongoing rather than formal assessments * Reflective listening skills * 'Time-out' breaks in assessment. |
| Speech impairment | * Information summaries * Stress minimisation * Time and patience * Written rather than verbal opportunities * Additional writing time for assignments and tests. |
| Vision impairment | * Audiotapes * Braille translations * Enlarged computer screen images * Enlarged text and images * Good lighting or reading lamps * Guide dog provision * Informing the person before moving furniture * Voice synthesisers on computers. |

#### Training and Assessment Resources and Information for Equity Groups

The following references provide a range of information and resources related to training and assessment for equity groups.

* The Australian Disability Clearing House on Education and Training www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.
* Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: http://www.natsiew.edu.au. In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.
* The Working with Diversity web site at http://www.westone.wa.gov.au/workingwithdiversity includes a range of resources including:
* Working with diversity: A Guide to Equity and the AQTF
* Working with diversity: Quality Training for Indigenous Australians
* Working with diversity: Quality Training for People with a Disability
* Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au.

1. Other informative resources include:

* LiteracyNet at http://www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

Competency Standards

### What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

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 requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

### Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

* RTOs must not remove or add to the number and content of elements and performance criteria.
* RTOs can include specific industry terminology in the range statement.
* Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
* RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

### Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency’s scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

* conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
* relationships with the assessment of any other units of competency;
* suitable methodologies for conducting assessment including the potential for workplace simulation;
* resource implications, for example access to particular equipment, infrastructure or situations;
* how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
* the required underpinning knowledge and skills

## Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

### How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

|  |  |
| --- | --- |
| Employability Skills | Mayer Key Competencies |
| Communication | Communicating ideas and information |
| Teamwork | Working with others and in teams |
| Problem solving | Solving problems  Using mathematical ideas and techniques |
| Initiative and enterprise |  |
| Planning and organising | Collecting, analysing and organising information  Planning and organising activities |
| Self-management |  |
| Learning |  |
| Technology | Using technology |

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

### Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

* embedded in units of competency as part of the other performance requirements that make up the competency as a whole
* explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

### Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

|  |  |
| --- | --- |
| Unit Title | Give formal presentations and take part in meetings (Communication) |
| Unit Descriptor | This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise) |
| Element | Proactively resolve issues. (problem solving) |
| Performance Criteria | Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (Planning and organising) |
| Range Statement | Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology) |
| Required Skills and Knowledge | Modify activities depending on differing workplace contexts, risk situations and environments. (Learning)  Work collaboratively with others during a fire emergency. (teamwork)  Instructions, procedures and other information relevant the maintenance of vessel and port security. (Communication) |
| Evidence Guide | Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:   * assess response options to identified crime-prevention needs and determine the optimal action to be implemented * in consultation with relevant others, design an initiative to address identified issues. (Initiative and enterprise). |

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Competency Standards - Industry Contextualisation

## AHC10v3 Contextualisation Guidelines

This Training Package is relevant to the broad spectrum of Australian industries where food and fibre production, horticulture and land management is undertaken and users are encouraged to customise qualifications and contextualise units of competency to suit their enterprise or sector purposes, provided that the customisation rules are followed.

Customisation of this Training Package may be achieved by:

* choosing appropriate electives from units provided in this Training Package
* importing elective units from other Training Packages or accredited courses
* contextualising units of competency to better suit an enterprise or industry context.

The export of units to other Training Packages is encouraged provided the following rules are observed.

### Choosing Appropriate Electives

The electives listed in the Agriculture, Horticulture and Conservation and Land Management Training Package provide for skill development in all areas identified by industry representatives during consultations.

Most qualifications are able to be customised since candidates are able to choose particular combinations of elective units to suit their individual needs or work context.

### Importing Elective Units from Other Training Packages or Accredited Courses

To achieve maximum cross-industry application, the packaging rules enable units of competency to be imported from any Training Package or accredited course that is directly relevant to the candidate's current or intended work environment. In providing this flexibility it is incumbent on RTOs to ensure that the integrity of qualifications in the Training Package is maintained. The following guidelines for importing units apply.

* Imported units must relate to the core functions or roles in the candidate's current or intended work environment.
* The original title and code for the imported unit of competency must be retained.
* Imported units must come from other endorsed Training Packages or accredited courses.
* Imported units must align to the qualification level outlined in the relevant qualification packaging rules.

### Exporting Competencies to Other Training Packages

AHC10v3 has some application across industries outside the scope of the AHC10v3 Training Package. All AHC10v3 units may be imported to other Training Packages provided that:

* the original unit code and unit title are retained
* they are only contextualised to the extent outlined in the section on Competency Standards
* the user advises the appropriate Industry Skills Council in writing of the specific competencies exported to enable input during future revisions and ongoing communication.

### Contextualisation of Units of Competency

AHC10v3 competencies are able to be used in a wide range of industry sectors and enterprises. To enable this, contextualising of the units of competency is actively encouraged provided the requirements outlined in the earlier section on Competency Standards are met.